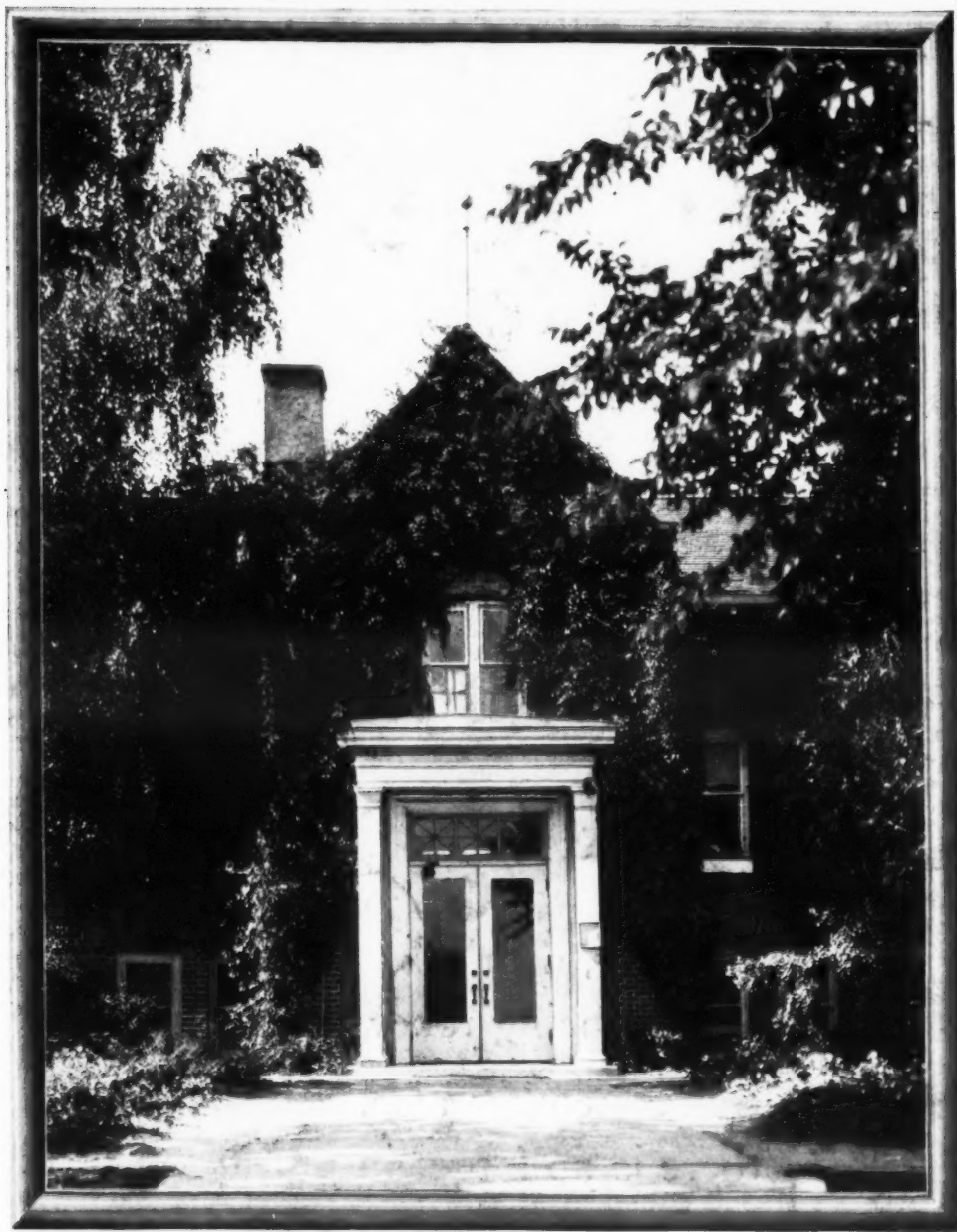


PERIODICAL ROOM
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THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION



April, 1931

In this Issue:

Selecting the Superintendent

Fred Engelhardt

Vocational Histories of

Superintendents H. C. Hand

We Wanted Proof for You And Proof for Ourselves

That's why we made this test

It Has Already Reached
100,000 Twice



Actual photograph of the counter on the Vogel Endurance Test showing closet has flushed 269,116 times



[Vogel Number Ten-A syphon action bowl, with tank concealed. Can be supplied with syphon-jet bowl.]



Vogel Number Ten Seat - Action Closet, with exposed Tank.

SO you would *know* when you install Vogel Seat-Action Closets what to expect in the way of economical service and operation, on July 16, 1929 we took a stock Number Ten Closet, and, without ceremony or preparation, started an endurance test which is now in its 21st month — and the closet has flushed continuously night

and day, nearly 270,000 times, without as much as a washer being renewed.

Remember also, with Vogel Seat-Action Closets there is no forgetting to flush . . . there are no balls or floats to leak . . . and we have proved there is nothing that will get out of order.

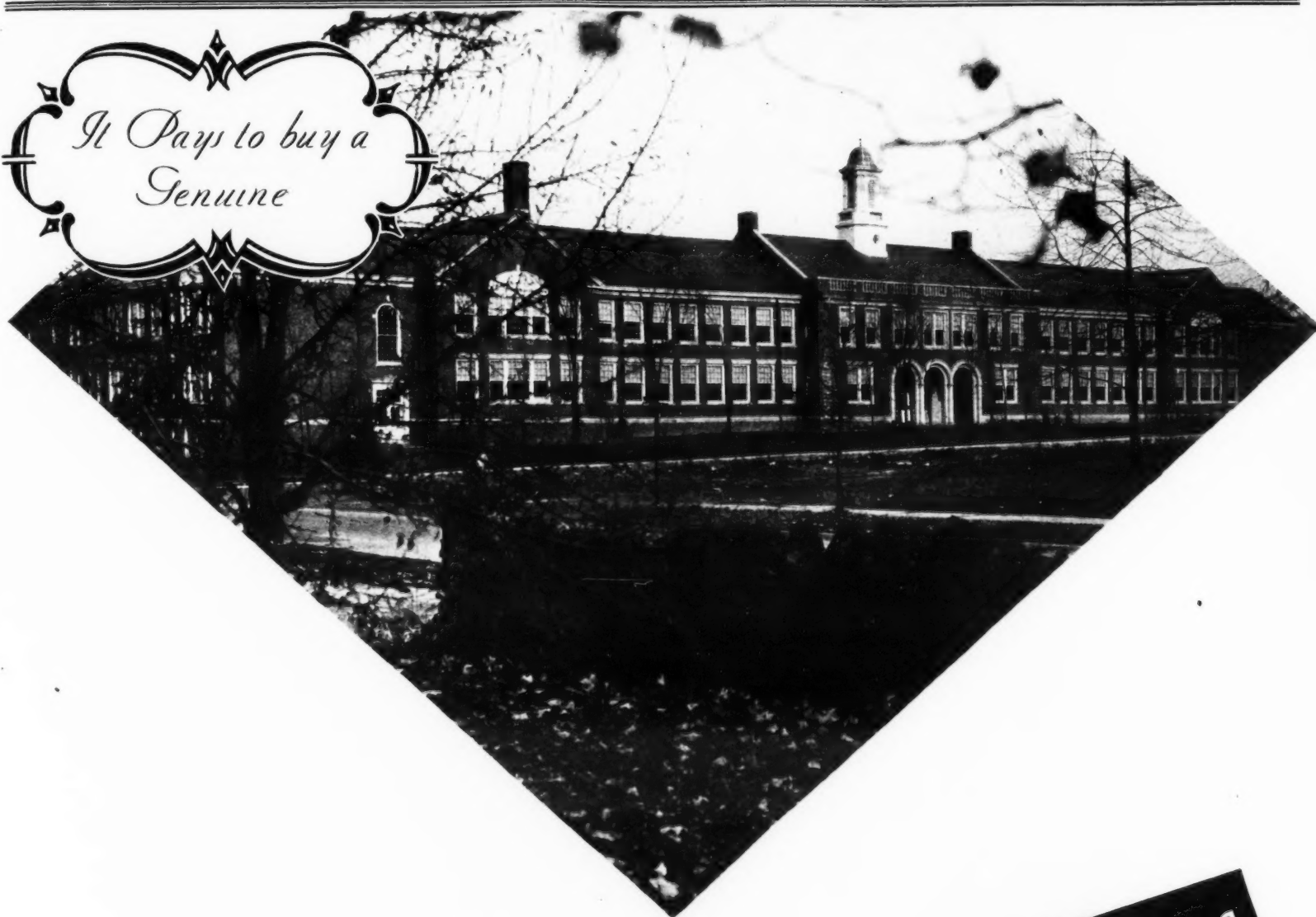
LITERATURE DESIGNED ESPECIALLY FOR SCHOOL BOARDS, ARCHITECTS, AND ENGINEERS IS AVAILABLE AND WILL BE MAILED PROMPTLY.

JOSEPH A. VOGEL COMPANY
Wilmington, Del. St. Louis, Mo.

• • **VOGEL** *Products* • •
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MONTICELLO SCHOOL, CLEVELAND HEIGHTS, OHIO

John H. Graham and Company, Cleveland, Ohio, Architects



**They Outlast
the Building**

The modern school is equipped with "Pyramid" Natural Slate Blackboards, which for years have been the choice of leading officials and architects. The black velvet finish on these boards, against which the chalk stands out in clear-cut distinction, has been heralded by eye specialists as the ideal board to reduce eye strain. There is no confusing colored background to fade, or become soiled and smudgy. No thin, painted surfaces to peel, crack and chip off. A slate blackboard, aside from its perfect writing surface and contrasting background, is the same all the way through. Water will not affect a "Pyramid" Natural Slate board. It is the only cleanser that should be used, for dry dusting fills the room with chalk dust, which should be prevented. Consult your architect. He will give you advice that is sound and reliable . . . Write for two interesting, instructive books on the subject of blackboards for your modern school.

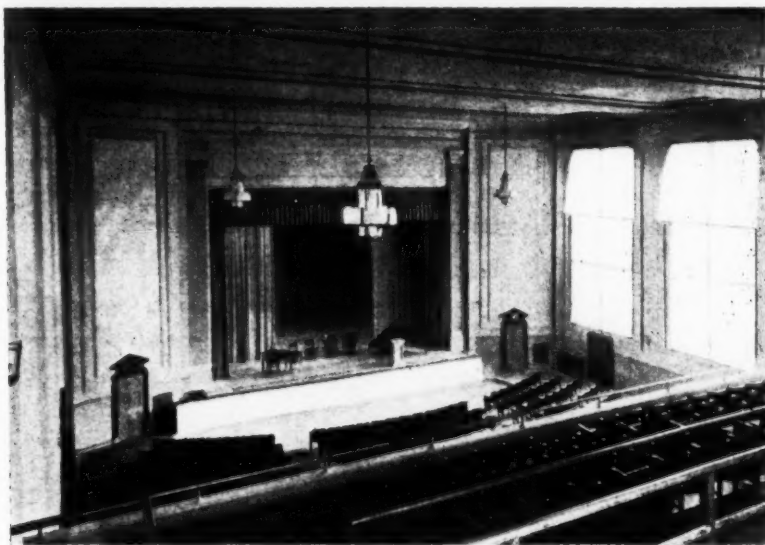


NATURAL SLATE BLACKBOARD COMPANY

Department D-4, Pen Argyl, Pennsylvania



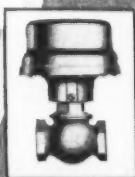
SERVICE



West High School, Madison, Wisconsin. Law, Law & Potter, Madison, Architects
Paul E. Mueller Co., Milwaukee, Heating Contractor.

Heat and Ventilation Johnson Controlled Completely. Divided into Nine Sectional Groups.

Thirty Johnson Branches;
Emergency Attention With-
in 24 Hours Anywhere. Each
Johnson Installation Inspec-
ted Annually Without
Charge. Every Johnson
Installation made
by the Johnson
Mechanics
Only.



The Johnson Dual (Night and Day or Two Temperature) Thermostat System Of Heat And Humidity Control is in this high school building: controlling the direct radiation throughout the entire building, and the unit ventilating system for all parts of the building . . . excepting the auditorium, which has central fan ventilation, likewise Johnson controlled with Johnson Humidifying apparatus provided for this department of the building.

The Dual Thermostat control here is divided into 9 separate groups: all rooms in the Senior High School section; all rooms in the Junior High School section; the girls' gymnasium; the boys' gymnasium; the auditorium; the library; the cafeteria; the band rooms; the domestic science department. Each section is provided with a switch control in the engineer's office, by which the heat for each room, department and section can be turned on or off separately, and independently of the balance of the building . . . certain hours during the day or at night, when parts of the building are occupied and other parts not occupied. The fresh air intake dampers in the unit ventilating machines also have individual switches for opening and closing these dampers in similar group sections as related above. Thus heat and correct temperature are provided where and when required: day and night; and it is not necessary to keep heat on in the entire building but only the divisions of the building that are occupied and in use. A large fuel saving is consequently produced by this sectional switch control, in addition to the thermostats on the wall of each room . . . an invaluable maintenance economy item, as well as a convenience and service.

The All Metal System. The All-Perfect Graduated Control of Valves and Dampers. The Dual Thermostat (Night & Day or Two Temperature) Control: Fuel Saving 25 to 40 Per Cent.

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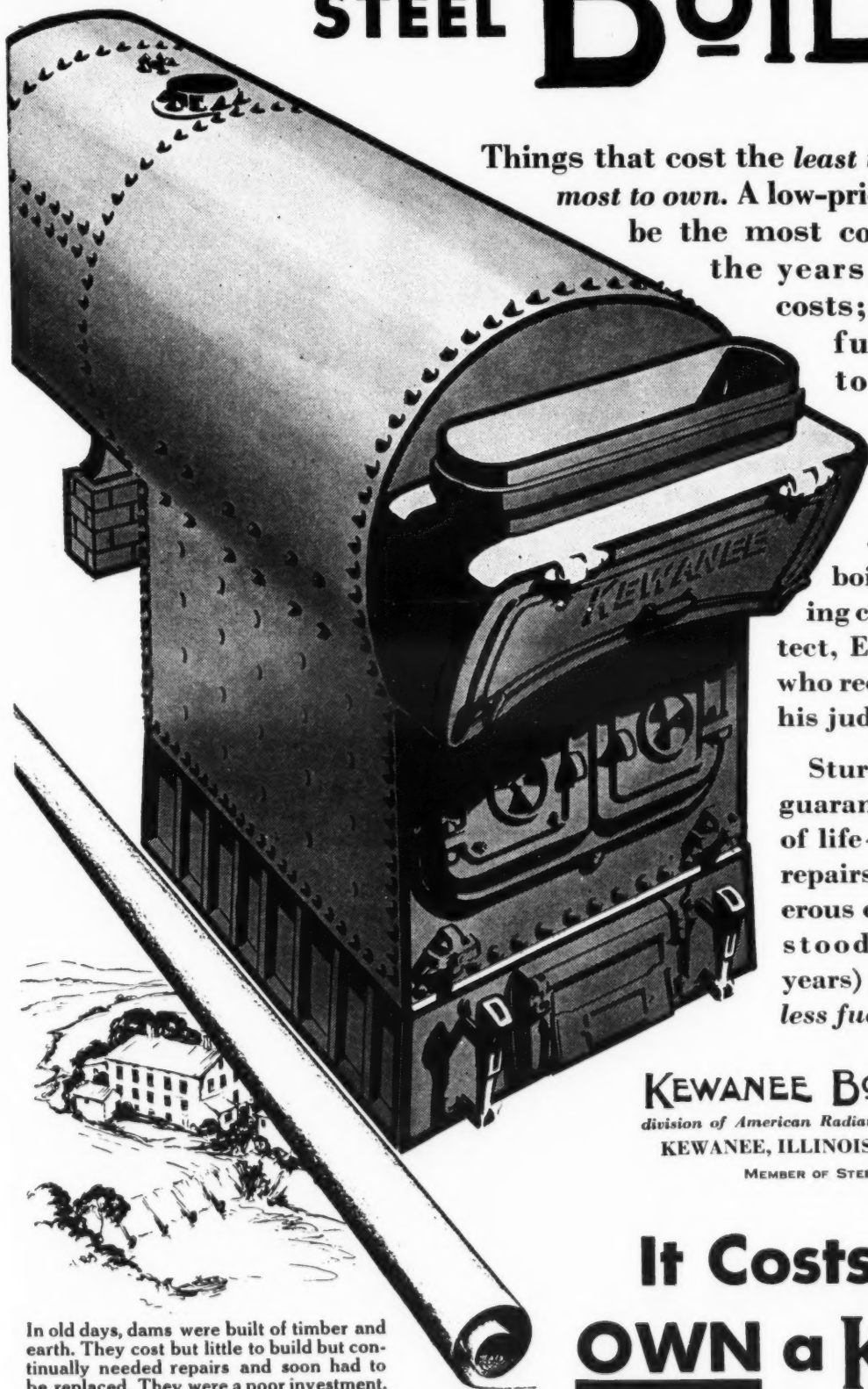
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JOHNSON HEAT AND HUMIDITY CONTROL

KEWANEE

STEEL BOILERS



Things that cost the *least to buy* often cost the *most to own*. A low-priced boiler may easily be the most costly. It depends on the years it lasts; on repair costs; and the amount of fuel it must burn to keep a building heated.

The Kewanee Boiler has so long been recognized as the best boiler investment a building can have that the Architect, Engineer or Contractor who recommends it never has his judgment questioned.

Sturdy steel construction guarantees many extra years of life—with a minimum of repairs. While correct, generous design (design that has stood the test of many years) insures *more heat with less fuel*.

KEWANEE BOILER CORPORATION

division of American Radiator & Standard Sanitary Corporation

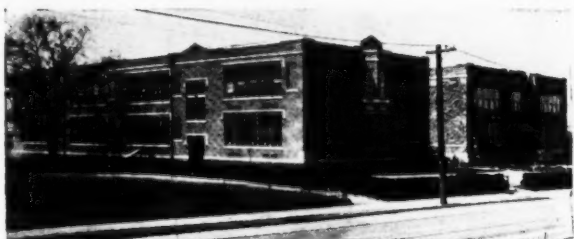
KEWANEE, ILLINOIS Branches in Principal Cities

MEMBER OF STEEL HEATING BOILER INSTITUTE

In old days, dams were built of timber and earth. They cost but little to build but continually needed repairs and soon had to be replaced. They were a poor investment.

It Costs Less to
OWN a KEWANEE

IRON FIREMAN *provides*



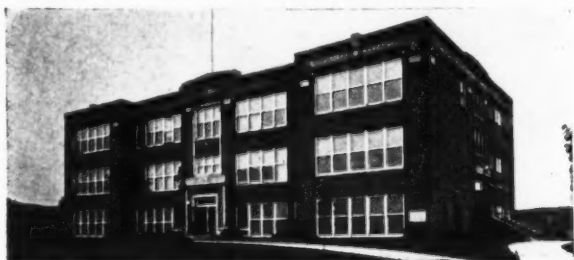
Joel Chandler Harris School, Atlanta, Georgia. "We have found the Iron Fireman entirely satisfactory. It has saved us a tremendous quantity of fuel, we have had no breakdowns and the smoke problem is completely solved by its use."



Radcliffe College, Cambridge, Mass. "The first year's operation with Iron Fireman showed a 26.6 per cent fuel saving. In addition, all parts of the building were kept at a uniform temperature throughout."



Public School, Englewood, Colo. "Iron Fireman has saved 36 per cent on the total cost of fuel and ash disposal over the previous heating season. This does not include labor saving over hand firing. Regularity and amount of heat have been satisfactory."

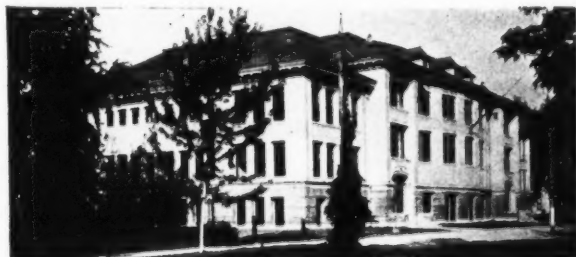


High School, Glenwood, Minn. "Yearly fuel savings with Iron Fireman amount to \$1321.94. In addition we have been able to discontinue the use of one boiler. Our janitor has more time for other duties. Iron Fireman is one of the best investments we have ever made."

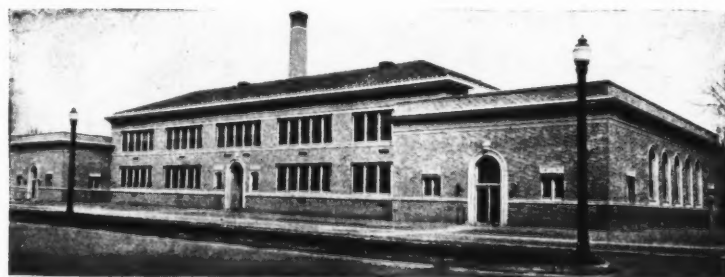
Can your
school afford
to waste what
Iron Fireman
users
are saving?



Grove City College, Grove City, Pa. "With Iron Fireman we are able to maintain any desired steam pressure without difficulty. We believe that there will be a substantial fuel saving with Iron Fireman."



High School, Walla Walla, Wash. "In our Sharpstein School and Green Park School, Iron Fireman is saving us better than 40 per cent in fuel cost over hand firing. These machines have made such a good showing that the School Board had three Iron Fireman put in the High School plant and another in the New Paine School Building."



Public School, Brush, Colorado. "We shall almost pay for our three Iron Fireman Automatic Coal Burners this winter in savings on coal burned. The exceptional health that our children have enjoyed this winter has no doubt been partly due to uniform heat in the buildings."



Junior and Senior High School, Detroit Lakes, Minn. "We formerly fired two boilers during the winter months. Now one boiler with Iron Fireman gives us adequate heat. We have remedied the smoke nuisance. Our janitors have time for other duties. We have more even pressure of heat, and we will show a decided saving in fuel."



IRON

Automatic

THE MACHINE THAT

greatly improved heating at greatly reduced cost

Gives steady automatic heat

Cuts fuel and labor costs

Eliminates the smoke nuisance

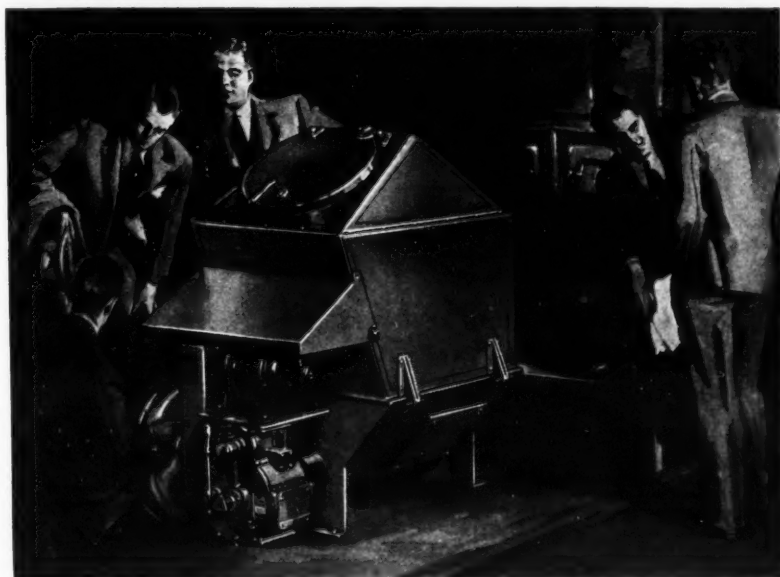
"How FAR CAN we make the taxpayer's money go? How can we increase the efficiency and health of students? How can we get better heat for less money?"

School board members, school business managers, purchasing agents, and other interested parties are constantly asking these questions, for theirs is the responsibility of the efficient, economical management of school properties.

If you are one of these men, we earnestly suggest your immediate investigation of the Iron Fireman Automatic Coal Burner. If you are now using gas or oil, Iron Fireman should cut your fuel costs. If you are using coal, hand-fired, Iron Fireman can cut both fuel and labor costs, in addition to giving you a far more efficient heating plant.

How Iron Fireman gives better heat for less money

Iron Fireman uses the smaller sizes of coal which cost less per ton. Iron Fireman transforms this lower priced coal into heat, automatically and efficiently. Temperatures are maintained steady at any desired level. Labor is reduced to a minimum. The smoke nuisance is eliminated. Fuel costs are reduced. A recent survey shows that in business installations Iron Fireman fuel savings represent average earnings of 39.44 per cent per year on the investment in Iron Fireman.



Easy payments on the Iron Fireman savings plan

Iron Fireman can be purchased on time. Fuel and labor savings, plus other economies of operation, will go far toward meeting the monthly payments.

Write for illustrated literature, or ask your Iron Fireman dealer to send an engineer to examine your heating plant and estimate your possible savings. Iron Fireman is made in a complete range of sizes for schools, buildings, industrial plants, and for large and small homes. Use the coupon. Iron Fireman Mfg. Co., Portland, Oregon. Branches or subsidiaries in Chicago, Cleveland, St. Louis, New York, Milwaukee. Dealers everywhere.

MAIL THIS COUPON

Iron Fireman Manufacturing Company
Portland, Oregon. Dept. AS 2
Please send full information regarding the Iron Fireman.

Name.....

By.....

Address.....

FIREMAN

Coal Burner

MADE COAL AN AUTOMATIC FUEL



Von Duprin

Self-Releasing Fire and Panic Exit Latches

Cutting Upkeep Costs

As we have the opportunity of observing a constantly growing number of the new series Type "B" Von Duprin devices in operation, we are increasingly impressed with the fact that here are devices which are so well made that they will give service for many years at negligible cost.

Although we knew, when these devices were first marketed, that they were the best we had ever made, we have been agreeably surprised at the trouble-free service they render on doors which are in almost constant use.

When you ask your architect to specify genuine Type "B" Von Duprin devices, you serve your own best interests, for you save money in the end and trouble in the meantime.

To be certain of having these superlatively good devices installed, we suggest that you have them specified separately from the finishing hardware and, of course, by name. Thus you foster clean, fair competition, since all reputable dealers can buy Von Duprin devices at the same fair prices.

VONNEGUT HARDWARE CO.
Indianapolis, Ind.

Listed as Standard by Underwriters' Laboratories



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T. H. N. Corp.

THE HERMAN NELSON CORPORATION



HERMAN NELSON

HER-NEL-Co

SYSTEM OF VENTILATION

The Herman Nelson Corporation are makers of the *Univent System of Ventilation*, the *Her-Nel-Co System of Ventilation*, the *Herman Nelson Invisible Radiator*, the *Herman Nelson hiJet Heater*, and other heating and ventilating equipment.

"Don't heat outdoors", say economists. "Schools must be ventilated", say health authorities.

The Her-Nel-Co System of Ventilation meets the requirements of both economists and health authorities.

Health authorities recognize that it controls temperature, air motion, and humidity within the limits that produce the schoolroom atmosphere most conducive to health, comfort, and mental alertness of pupils.

They recognize that this control is simpler and more effective than systems designed to bring a continuous supply of outdoor air into the schoolroom.

Naturally the saving in fuel costs pleases the economists.

The Her-Nel-Co Ventilator uses outdoor air only when necessary to remove excess heat, or body odors, and such outside air as is admitted is tempered by admixture with room air instead of being preheated.

Write for the book, "The Her-Nel-Co System of Ventilation". It shows why and how the new system gives good ventilation results with savings as high as 50% in fuel costs.

A HERMAN NELSON PRODUCT

Factory at Moline, Illinois • Sales and Service Offices in all Principal Cities

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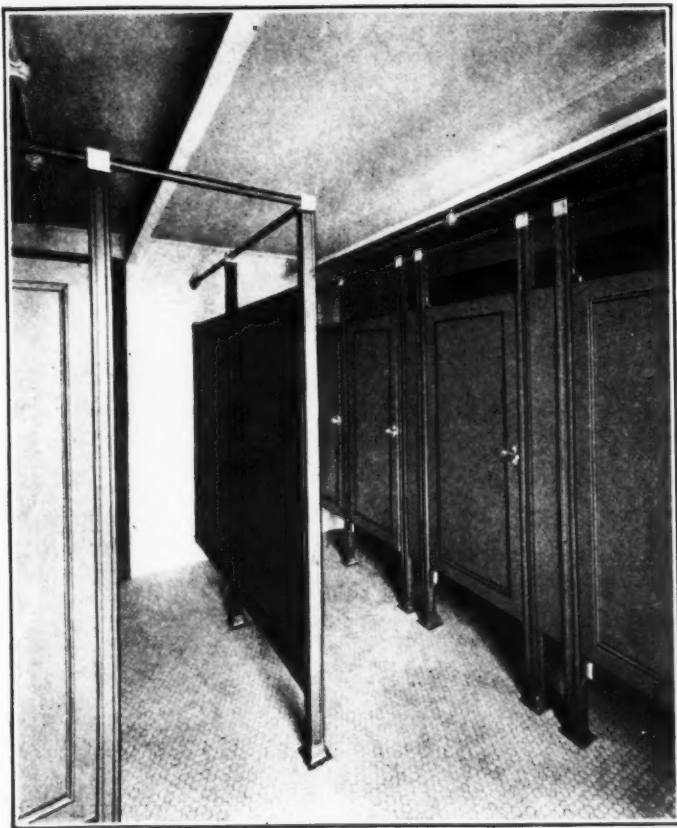
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FOR SCHOOL TOILETS AND SHOWERS



Congressional Library, Washington, D. C.

Don't Take Chances With Health

DISEASE is too prevalent—the danger of contagion among school children too great—to take a chance with health. That's why modern schools are demanding the most sanitary toilet and shower rooms available.

When you want partitions that are easily cleaned—no cracks and crannies to collect germs, simple to erect, and adaptable to any space or arrangement—Sanymetal is the answer.

Sanymetal is made for toilet, shower, urinal and dressing room partitions, screens and wainscot. The Unit Panel construction makes Sanymetal Partitions unusually durable and rigid, and their fine, baked enamel finish is mar- and scratch-resisting.

Sanymetal Steel Partitions are insuring health and cleanliness in many modern American schools. They can do the same for your school. Write for the latest partition bulletin today.

Sanymetal Products for Schools are: Toilet, shower, dressing and urinal compartments. Corridor and smoke screens. Metal doors and wainscot. Sanymetal Gravity Hinges. Write for New Catalog No. 30.

The Sanymetal Products Co.
1703 Urbana Road Cleveland, Ohio

Sanymetal

STEEL PARTITIONS

L. SONNEBORN SONS, Inc.

GUARANTEED PRODUCTS

A FEW SONNEBORN CUSTOMERS

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CORNELL UNIVERSITY
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ST. CECILIA SCHOOL, ENGLEWOOD,
NEW JERSEY

"The Best We've Ever Used in Our School"

So Say Hundreds of School Men about Sonneborn
Paints and Preservatives for Walls and Floors

THE list of school users of Sonneborn products is practically a roster of leading colleges, private schools and public school systems of America. There is a double reason for this:

1. Every Sonneborn product is backed by an organization with wide experience, great resources and the most advanced research facilities. We know the problems of upkeep throughout the school field. In helping you solve these problems, every Sonneborn product is *guaranteed* to make good. That is Sonneborn *Quality*.

2. Sonneborn experts work with you on any job of painting or preserving walls or floors, and honestly give you impartial recommendations. Always with this single purpose—that you shall not spend one dollar more than is necessary to give you exactly the right result. That is Sonneborn *Service*.

Consult with us about repairs which you are compelled to make while school is in session.

Note below a few of the Sonneborn products that will benefit your building and your budget. There are many more. Consult us.

LAPIDOLITH

—A chemical liquid compound for hardening and dustproofing concrete floors.

LIGNOPHOL

—For finishing, preserving and wearproofing wood floors.

HYDROCID COLORLESS

—For waterproofing exterior of exposed walls.

CEMCOAT FLOOR ENAMEL

—Tough, durable school paint that produces a dustless, sanitary, high-gloss finish. Also for interior and exterior uses.

L. SONNEBORN SONS, Inc.

114 FIFTH AVENUE,
NEW YORK

Mail this
Coupon
Today!

L. SONNEBORN SONS, INC.,		ASJ-4
114 Fifth Avenue, New York		
Please send me, without obligation, demonstration samples and literature on: Lapidolith____; Lignophol____; Cemcoat Floor Enamel____; Hydrocide Colorless____; (Check products that interest you.)		
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Company	_____	
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a NEW HIGH FIRE-BOX BOILER

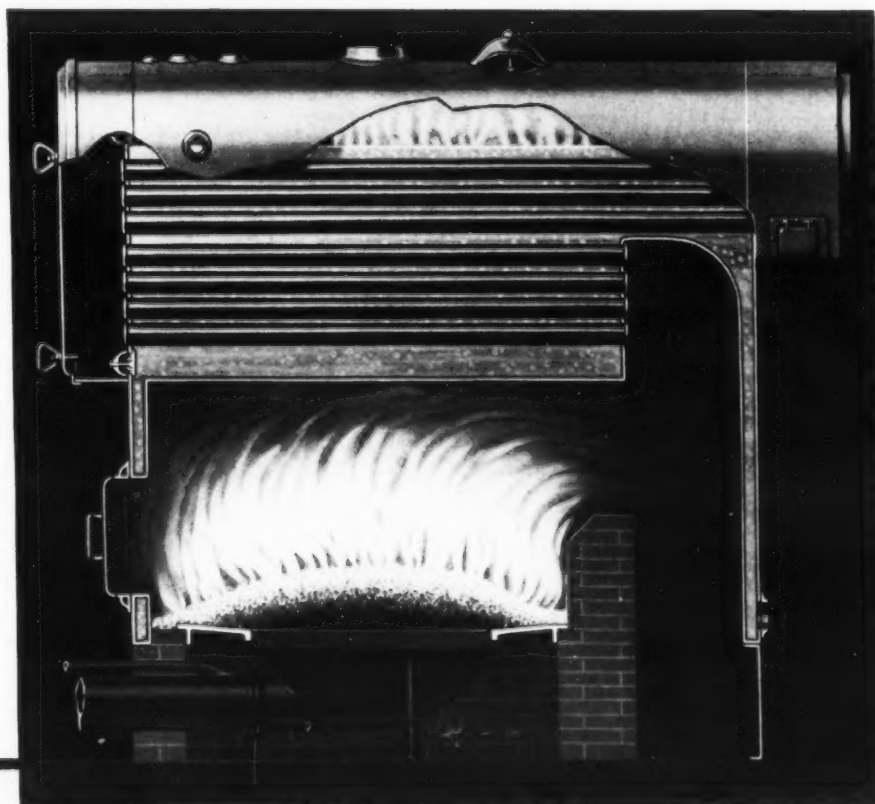
THE new Heggie-Simplex High Fire-Box Boiler provides additional furnace volume for stoker operation, without requiring an expensive built-up refractory setting. It also eliminates the need for countersinking the retort of the stoker in a pit below the floor.

The boiler was designed after careful study of the specifications of various types of stokers, and consultation with the service managers of the various stoker companies regarding their interpretation of these specifications.

It embodies all features that have made Heggie-Simplex design famous for fuel economy—a larger area of direct heating surface rear-front-rear tubular flues to strip gases of all usable heat; and unrestricted water circulation to transfer heat to the outlet without waste.

Electrically welded steel construction gives these boilers extra endurance to withstand the rapid temperature changes of on-and-off mechanical firing, without danger of cracking or leaking. For details, write Heggie-Simplex Boiler Co., Joliet, Ill. Representatives in principal cities.

for Stoker Operation



HEGGIE-SIMPLEX

STEEL HEATING BOILERS

SCHOOLS

Sewickley Academy, Sewickley, Pennsylvania
W. G. Eckles, Architect, New Castle, Pa.



Lyndhurst High School, Lyndhurst, New Jersey
Hacker & Hacker, Architects, Fort Lee, New Jersey



Southwest Jr. High School Building, Battle Creek, Michigan
John D. Chubb, Architect, Chicago, Illinois



Roxboro Jr. High School, Cleveland Heights, Ohio
John H. Graham & Co., Architects, Cleveland, Ohio.



Cleaning Costs Reduced

SCHOOLS with Williams Reversible Windows reduce their cleaning costs from 30% to 50%. Both top and bottom sash are completely reversible, enabling any employee to clean these modern windows from the inside in one-half the usual time. Tends toward more frequent cleaning. Clean windows assure full benefit of State Light Area Requirements. Soiled windows greatly reduce incoming light.

THE WILLIAMS PIVOT SASH COMPANY

East 37th St. at Perkins Ave., Cleveland, Ohio
For 27 years manufacturers and installers of
Reversible Window Equipment.

**WILLIAMS REVERSIBLE
WINDOW EQUIPMENT**
Clean Your Windows from the Inside

Our 1930 FAIRHURST School Wardrobe Jobs speak for themselves

here are some of them:

JOB	LOCATION OF JOB	ARCHITECT
ST. JOSEPH'S SCHOOL	Maplewood, N. J.	McKenna & Irving
PUBLIC SCHOOL	Highland Falls, N. Y.	Tooker & Marsh
PUBLIC SCHOOL	Hewlett, N. Y.	L. J. Lincoln
MADISON SCHOOL	Madison, N. J.	Guilbert & Betelle
FAIRVIEW SCHOOL	Middletown, N. J.	Ernest A. Arend
E. KEANSBURG SCHOOL	Middletown, N. J.	Ernest A. Arend
RIVER PLAZA SCHOOL	Middletown, N. J.	Ernest A. Arend
CLEVELAND SCHOOL	Englewood, N. J.	L. C. Licht
MONTOWESE SCHOOL	New Haven, Conn.	Brown & Von Beren
SCHOOL	Woodcliff Lake, N. J.	Hacker & Hacker
SOUTH SCHOOL	Wolcott, Conn.	Brown & Von Beren
WOODTICK ROAD SCHOOL	Wolcott, Conn.	Brown & Von Beren
FRANKLIN SCHOOL	Rochelle Park, N. J.	Walter G. Bartels
SCHOOL	Perth, N. Y.	E. G. Atkinson
COMMERCIAL HIGH SCHOOL	New Haven, Conn.	Brown & Von Beren
ATLANTIC AVENUE SCHOOL	Lynbrook, N. Y.	Board of Education
WEST END SCHOOL	Lynbrook, N. Y.	Board of Education
ST. BENEDICT'S SCHOOL	Bronx, N. Y.	Gustave Steinbach
BANGS SCHOOL	Asbury Park, N. J.	Ernest A. Arend
MEADE STREET SCHOOL	Watertown, N. Y.	Purchasing Agent
GARDEN STREET SCHOOL	Stratford, Conn.	F. H. Beckwith
SCHOOL	Hanover Twp., N. J.	Peter de Gelleke
BIRDSEYE SCHOOL	Stratford, Conn.	Fred J. Dixon

John T. Fairhurst

Mr. John T. Fairhurst, who has long been known to architects and school authorities as a leader in the development of school wardrobes, is giving his personal attention to the design and manufacture of all wardrobes bearing his name.

31 Years

Thirty-one years of tireless effort and noteworthy accomplishment on the part of Mr. Fairhurst have produced these wardrobes which we believe to be nearer perfection than any other wardrobes on the market today.

76 Years

1931 marks the 76th anniversary of the founding of the mill business of Park, Winton & True Co. at Addison, N. Y.

Disappearing Door Feature Means Clear Aisles

DISAPPEARING feature of these wardrobes is a development of the disappearing door built by Mr. Fairhurst 20 years ago.

Maximum depth occupied by wardrobe is 24" from face of wall. When open the doors extend only 2 inches into the aisle, just enough of the door to attach pulls or knobs to, while the rest of the door is out of the way.

Janitors find that the floors of Fairhurst Wardrobes are easy to keep clean because there are no tracks or grooves on the floor, no contraptions of any kind in the way, and no frames or obstructions between the wardrobe units. Easy access to floor insures well-cleaned wardrobes.

Wardrobes of non-standard inside dimensions can be designed and furnished when necessary. All wardrobes are furnished complete, including hooks or hangers. . . . Without exception school authorities are pleased with their Fairhurst Wardrobe installations.

*Let us figure on your
next Wardrobe Job*

PARK, WINTON & TRUE CO.

101 Park Avenue, New York; Factory, Addison, New York

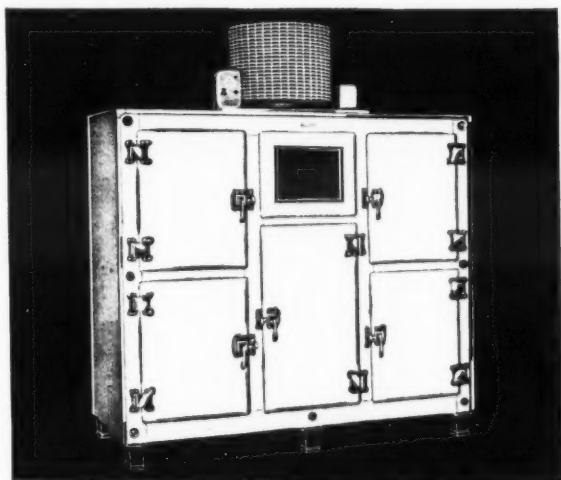
• 1855 — 1931 •

Now this 3 YEAR GUARANTEE

*adds Budget Protection
to Refrigeration*

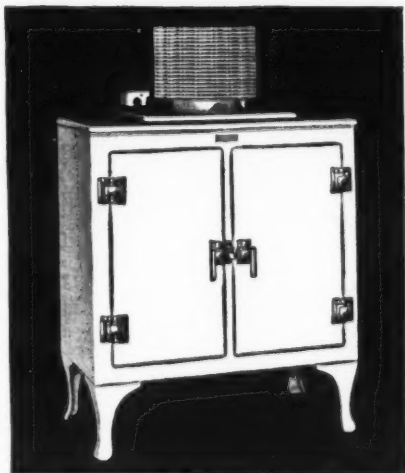


Surety . . .



There are sizes and types of General Electric Refrigerators to meet requirements efficiently and flexibly—in minimum space. Always the Cabinet and the Monitor Top unit are made for each other, to assure utmost economy and satisfaction.

General Electric Water Coolers—Bottle and Pressure types—are exceptionally compact and good looking. The exclusive Pre-Cooling feature in Pressure Coolers eliminates waste refrigeration—an added economy.



A BRILLIANT three-year performance record is reflected in this new 3-Year Guarantee by General Electric. It means that every new General Electric Refrigerator and Water Cooler now affords extra investment protection. The full strength of this unsurpassed guarantee lies in the fact that General Electric Refrigeration already has three years of expense-free, satisfactory operation to its credit, in many schools of every class.

Now this guarantee gives added, concrete assurance that ordinary service expectations and interruptions are literally *designed out* of General Electric Refrigerators and Water Coolers. Not even the slightest routine attention is required

by the famous current-saving Monitor Top refrigerating unit, and the similar water cooler unit. The entire mechanism is hermetically sealed in steel—permanently self-oiled—always quiet—clean as electric light.

Students, taxpayers *and your reputation* are protected by General Electric Refrigeration. It saves food and speeds service in cafeterias. It meets exacting domestic science requirements. It furnishes healthful, zestful drinking water. Always it reduces operating cost. A General Electric specialist on school requirements will gladly consult with you.

General Electric Company, Electric Refrigeration Department, Section CK4, Hanna Building, 1400 Euclid Avenue, Cleveland, O.



Join us in the General Electric Program, broadcast every Saturday evening, on a nation-wide N. B. C. network

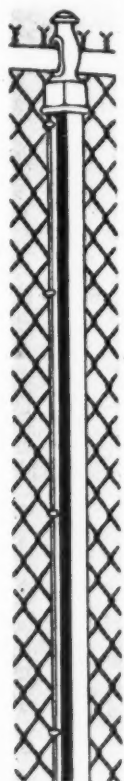
GENERAL ELECTRIC REFRIGERATOR

COMMERCIAL, DOMESTIC, AND APARTMENT HOUSE REFRIGERATORS, ELECTRIC WATER COOLERS

PAGE FENCE



**... SAVE
by ordering
Page Fence
in the
first place**



SPEND maintenance money, not in fence repairs, but in beautifying the grounds and protecting the "little tots" inside. Put in a PAGE Fence once and for all and stop upkeep extravagance.

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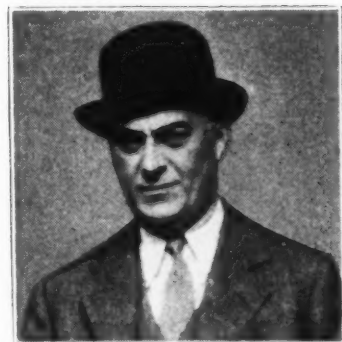
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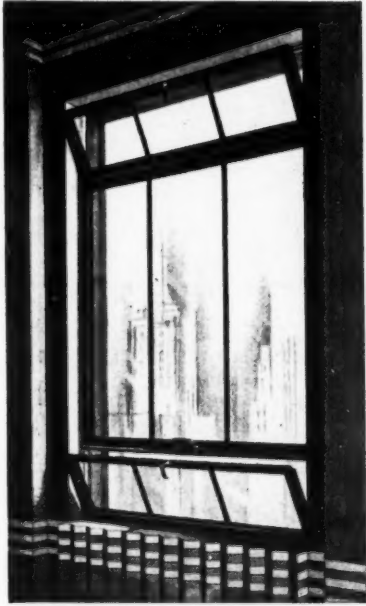
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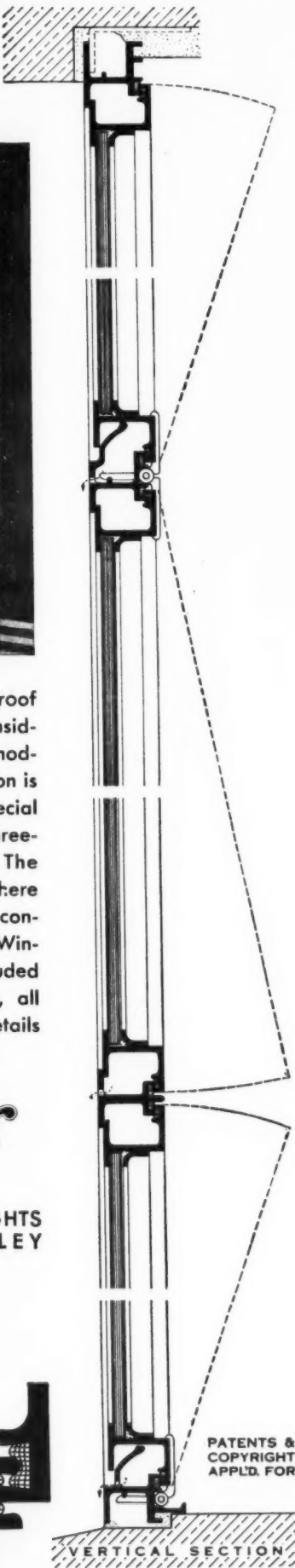
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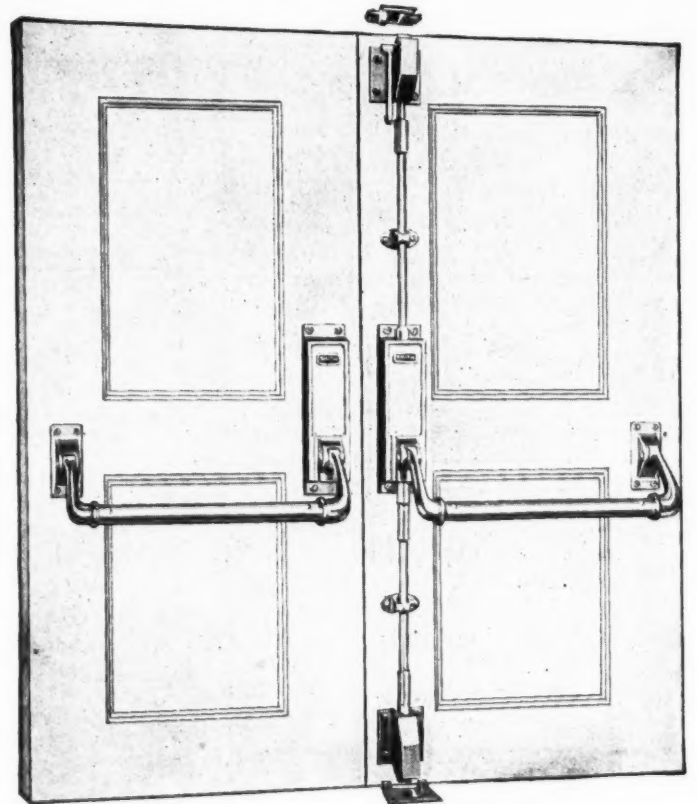
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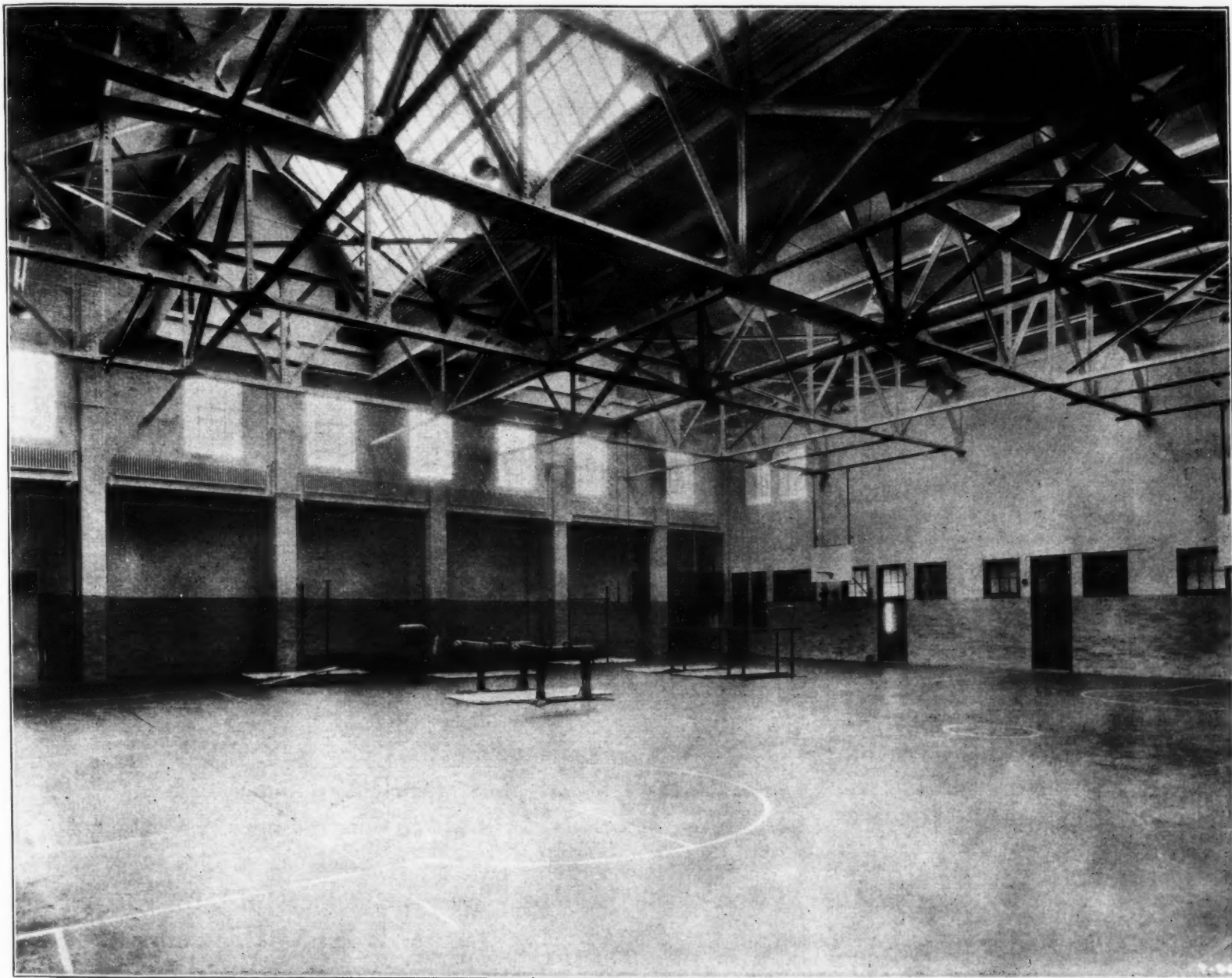
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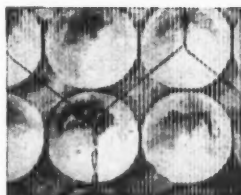
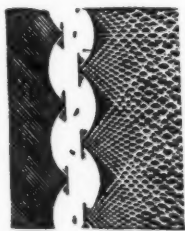
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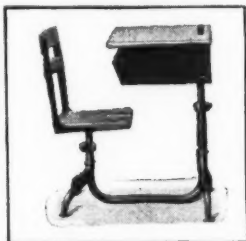
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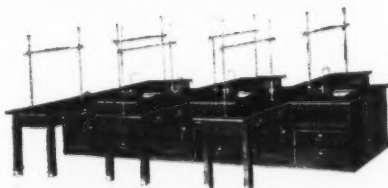
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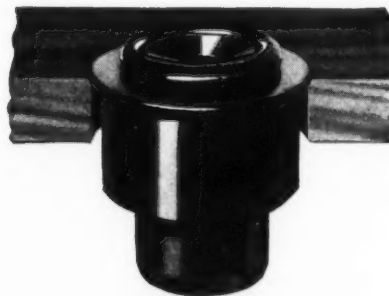
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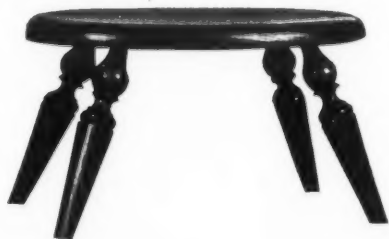


VIKING NO. 1000
FOLDS FLAT WITHIN
ONE INCH

Furnished with steel and fibre
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Color finishes: Olive Green,
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TRADE MARK

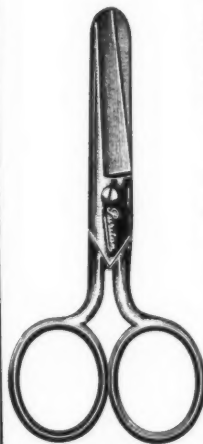
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Genuine Forged Steel Scissors, fully nicked. Accurately assembled with steel screw to keep the blades in proper alignment for easy cutting. Manufactured under the most

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A delightfully smooth and easy-cutting scissors. Every pair guaranteed. Any scissors not proving entirely satisfactory will be replaced.

SUPERINTENDENTS
AND PURCHASING AGENTS:
Specify "Puritan" Brand if you
want reliable scissors at low
prices. Samples and prices will
be sent through responsible
school supply jobbers.



Blunt End Scissors
9500—4-4½"



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9520—4-4½-5"

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WITH THE SUPPORTING (MOESER) ARM

Not necessary to twist body to secure support for the writing arm



No. 183S



No. 181



No. 127



No. 1133



No. 131

No. 183S—National Adjustable Pedestal Desks—with noiseless swivel seats comfortable curved back and saddle seat.

No. 181—National Adjustable Pedestal Desk, form fitting back and seat.

No. 127—National Indv. Flat Top Desk and Chair Unit—Made in six sizes. Large roomy back space, strongly made.

No. 1133—National Recitation and Lecture Room Desks—with or without book rack. Back of slats with comfortable curve and saddle seat.

No. 131—National Pedestal Tablet Arm Chairs for lecture rooms, study rooms, etc. Saddle Seat—Form fitting back.

The Money Saving Margin Is In What You Pay After You Purchase . . . a point of economy for which National Desks are preferred.

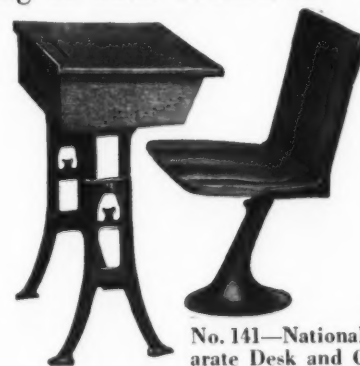
The slight margin in lower price occurs once . . . at time of purchase. The desks purchased remain . . . long after. Deficiencies acquired in the bargain continue to repay . . . in losses. The possibilities with better equipment are absent. The style becomes obsolete, or inadequate. The greater values neglected for discounted price are missed. Defects assert themselves. Repairs be-

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No. 40—New National Adjustable Movable Chair Desk with or without Moeser Arm, easily adjustable.



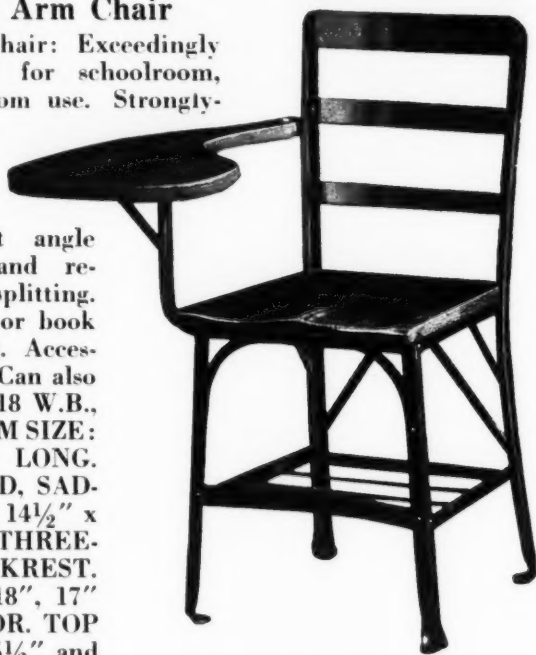
No. 141—National Separate Desk and Chair, deep curve. Full back support, deep saddle seat. Fixed or swivel style.

NATIONAL School DESKS
Famous for Comfort

Seat Your Students Properly For Improved Scholarship!

No. 18 Tablet Arm Chair

No. 18 Tablet Arm Chair: Exceedingly durable, economical for schoolroom, cafeteria or lunchroom use. Strongly-braced against possible strains on arm rest. Wide front part of arm rest is supported by bent angle brace as shown, and reinforced against splitting. Special built-in hat or book rack underneath seat. Accessible from all sides. Can also be furnished as No. 18 W.B., with wood back. ARM SIZE: 12 $\frac{1}{4}$ " WIDE, 27" LONG. SEAT: HARDWOOD, SADDLE SEAT, 14 $\frac{1}{2}$ " x 14 $\frac{1}{2}$ " x $\frac{7}{8}$ " THICK. BACK: THREE-PIECE STEEL BACKREST. HEIGHT: SEAT—18", 17" and 16" FROM FLOOR. TOP OF ARM: 26 $\frac{1}{2}$ ", 25 $\frac{1}{2}$ " and 24 $\frac{1}{2}$ " respectively FROM FLOOR. Same chair, except heavier construction and with feet flared out, is our No. 19.



No. 18 Tablet Arm Chair

No. 251 Drafting Room Stool

No. 251 Drafting Room Stool: Revolving, adjustable-seat stool with tubular footrest. Seat adjustable 5" in height by means of hand-wheel beneath seat. Adjustable seat heights 26"-31", 30"-35", 34"-39". Heavy steel frame with ball-turned feet formed as part of leg. Tubular footrest 19 $\frac{1}{2}$ " diameter and set 17" below seat. Seat is 14 $\frac{1}{2}$ " diameter hardwood, concave, finished light oak. Steel parts finished olive green enamel, baked on. Same stool with curved hardwood backrest mounted on spring steel pillars is our number 252.



No. 251 Stool

No. 100 Laboratory Stool

No. 100 Laboratory Stool: Heights 18", 20", 22", 24", 26" and 27". Steel frame finished dark olive green enamel. Wood seat 13 $\frac{1}{2}$ " diameter finished in Mahogany or Light Oak. Legs of $\frac{3}{4}$ " x $\frac{3}{4}$ " x $\frac{1}{8}$ " Angle Steel. 27" stool has $\frac{7}{8}$ " x $\frac{7}{8}$ " x $\frac{1}{8}$ " Angle Steel legs. Same stool with all steel 6" x 12" backrest riveted to adjustable, spring-steel pillars is our No. 110.

Write for School Bulletin
No. S-ASBJ.

We also make: Typewriter and Adding Machine Stands, Desks, Tables, Benches, Bench Legs and Drawers, Trucks, Office Busses, Cabinets, Etc., Etc.



No. 100 Stool

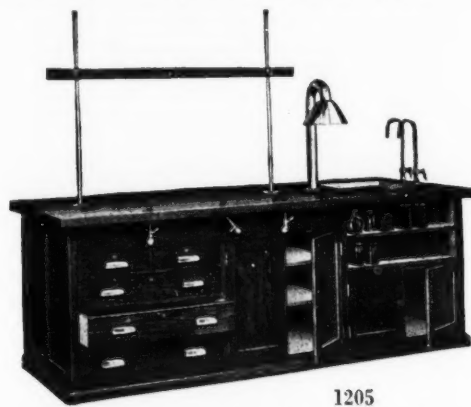
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The Seating Equipment People
PLAINWELL MICHIGAN
Represented in all Principal Cities

PETERSON

Laboratory and Library Furniture

Now, more than ever before, is quality apparent in Peterson Equipment. Correct design and scientific construction mean long years of satisfactory service. We will gladly submit specifications and quotations without obligation on your part.



1205

A dual-purpose table serving both Physics and Chemistry instruction. Ample drawer and cupboard space. Two compartments in rear for tubing, etc.

Write for Complete Laboratory
and Library Catalog No. 16-A

LEONARD PETERSON & Co., INC.

Manufacturers of Guaranteed Laboratory and Library Furniture
OFFICE AND FACTORY

1222-34 Fullerton Ave., Chicago, Ill.
New York Sales Office: Knickerbocker Building, 42nd and Broadway

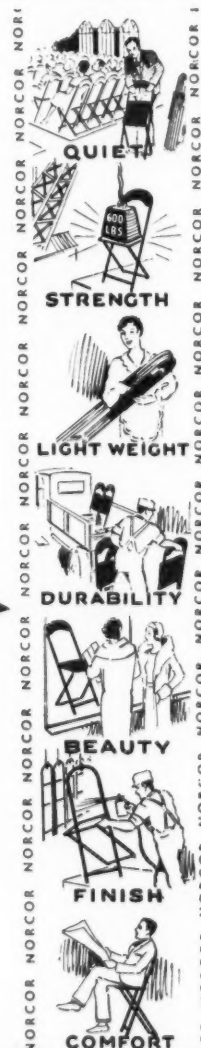


A Solid Folding Chair

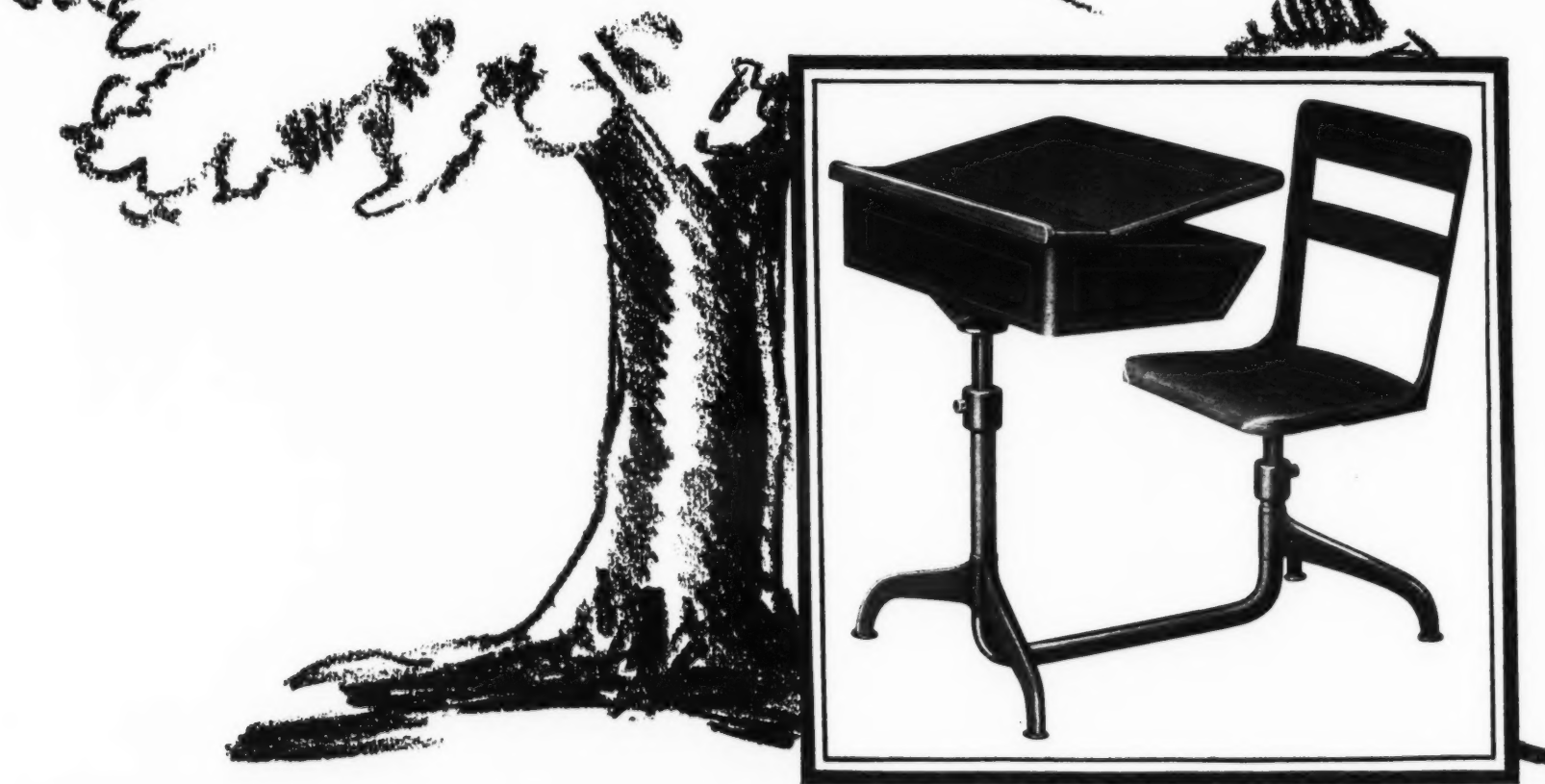
The Norcor No. 40 is the ideal chair for school use. It is light in weight—rigid—noiseless—folds quietly and quickly—stacks squarely—attractive appearance—finished in brown—\$16.50 per dozen, f.o.b. Green Bay, Wisconsin; special discount for large quantity orders. Many other styles and finishes. Your supply jobber has the Norcor line, or write us.

The
NORCOR
LINE

Northern Corrugating Co. INC. GREEN BAY, WISCONSIN



GROWING PREFERENCE



Based on Scientific Correctness

That expresses tersely the reason for the ever growing popularity of our school seats which are scientifically planned to aid the mental development of our growing boys and girls by keeping their bodies in a comfortable, healthful posture during the hours of their study. Incidentally, they are manufactured of

the finest steel and woods obtainable, and their volume production by famous Grand Rapids craftsmen makes them unquestionably the greatest value in school-seating today. Our complete, descriptive catalog will prove these facts to you. We are anxious to mail you a copy. Write for it NOW.



STEEL FURNITURE CO.

GRAND RAPIDS, MICHIGAN

FOR 32 YEARS THE STANDARD FOR 32 YEARS



No. 90

SLEEVELESS VENEER CHAIR

The No. 90 style is a high grade 5-ply Veneer Chair which is the pride of the Standard line. Very comfortable, strong, neat in appearance, and folds very compact. This chair will meet the requirements of the most critical buyer, therefore, is recommended for those desiring the very best of Folding Chair construction and comfort.

The No. 1 is a Bentwood Chair of unusually sturdy construction, thoroughly reinforced and braced throughout. Has a 3-ply shaped veneer back panel and a 3-ply seat supported in a groove $\frac{1}{4}$ inch deep in the bentwood frame. The No. 1 is carried in stock in both adult and kindergarten sizes and can be furnished in the following finishes: Natural Gloss, Standard Brown, Standard Red, Standard Green, and semi-gloss Black with an artistic design on the background.

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No. 1 BENTWOOD CHAIR



No. 60

SLEEVELESS CHAIR

FLUSH SEAT AND SLAT BACK

The No. 60 Chair is attractive, very comfortable, folds close, and possesses many distinctive features, assuring the greatest durability. Therefore, will stand up under the most severe test, both in and out doors. Recommended very highly for Summer Cottages, Boats, Dance Halls, etc. Looks well, and has a pleasing touch of individuality.

Stock finish, natural gloss.

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COMBINED WOOD AND STEEL

*Stronger Than Any
Other Chair Made!*



SOLID KUMFORT AND
PRESS-TOE LOCK

**FOLDING
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*for Every
Purpose!*



Ideal for School Auditoriums and Classrooms. Splendid Appearance, *Finest Quality Throughout*. Outlast and Out-perform Any All Wood or All Steel Chair Made. Write for Folder. Also Ask About Our Tab-L-Arm Folding Classroom Chairs.



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1405 WALL ST., FORT WAYNE, IND.



The Columbia Movable Chair Desk

Send for Illustrated Catalogue

COLUMBIA SCHOOL SUPPLY CO.
INDIANAPOLIS, IND.

Sermonettes
on SEATING
NO. 2



Deliberations on merits as applied to seating, should not permit price to wear a halo. The reliable guide is a recollection of how time and usage have vindicated quality selections.

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Movable Desks
Folding Chairs

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First Cost
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Valleyco Blackboards are first choice in schools, lecture rooms, industrial institutions, because of the quality of the blackboards and the savings in every direction. And they're first because they last!

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Long asbestos fibre; and Portland cement.

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Specially prepared wood fibre; kiln cured.

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DUSTLESS
CRAYONS

are truly
Crayons of Character



Free of grit from tip to tip, NATIONAL CRAYONS respond perfectly to every stroke.

Being uniform in strength, every piece of NATIONAL CRAYON will withstand a firm grip of the fingers without danger of breaking or crumbling.

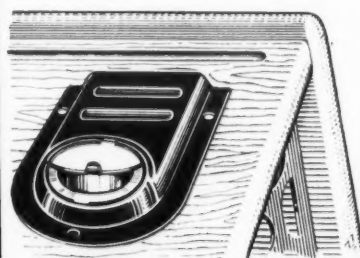
The dustless feature, combined with uniformity in all other respects, makes NATIONAL the ideal crayon for the classroom.

Your regular school supply dealer
can serve you. If not, write direct.



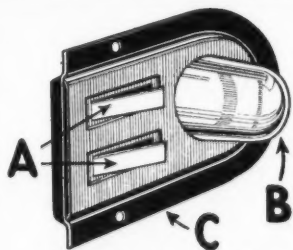
THE NATIONAL CRAYON CO.
West Chester

Pa.



U.S.

INKWELL



- A. Flat Steel springs (resting on desk) force well into air tight contact with lid.
- B. Heavy Glass Inkwell — Easily cleaned — Round bottom — Pupil cannot set on desk.
- C. Heavy Black japanned Steel Frame.

Strongest

The lid slides shut—making well air tight. Three screws attach well to the desk. Raised penholders in the steel frame increase convenience and strength.

Wins the approval of school authorities everywhere for a replacement well. It costs less. It "stays put" and cannot be damaged easily. It has no equal for durability. Ink spilling and "tinkering" is practically eliminated at desks fitted with U. S. Inkwells. Its dust-proof and air-tight construction also stops the trouble of ink drying. Teachers recommend it because of its noiseless operation.

Easy to Install

The ease with which U. S. Inkwells are installed in any type of school desk make them the outstanding favorite for replacement purposes. Anyone capable of handling a screw driver can put in U. S. Inkwells without trouble.

See Your Jobber

Most school supply jobbers carry U. S. Inkwells. If your jobber does not offer them we will be glad to quote prices on any amount. FREE Sample of both senior and junior sizes of U. S. Inkwells sent upon request.

U. S. INKWELL CO.

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SANFORD'S Inks and Paste for Schools

The Name SANFORD'S has
Meant Fine Quality
for 72 Years

Careful buyers of school supplies find real economy in selecting Sanford's Inks and Pastes—a policy that has been safely followed by experienced buyers for nearly four generations.

SANFORD'S School Black Ink

An Example of Quality at Low Cost

For general school purposes, Sanford's School Black Ink is ideal. It is a fine quality black aniline ink that writes a deep black and dries black. Because it does not thicken in ink wells, it does not cause pens to clog and blot. Pupils are able to write freely and neatly.



SANFORD'S School Paste

White - - Clean - - Economical

For many years this white, clean paste has been the choice of supply buyers. It is easy to use, sticks readily and is put up especially for school use. It is an unusually fine quality paste sold at a price that makes it most economical to use. There are four sizes: No. 751, Quarts; No. 752, Pints; No. 755, Gallons. Also in half pints.

Write for our School Supply List

Sanford Manufacturing Co.

CHICAGO, ILL.

NEW YORK, N. Y.

A SIMPLE PROBLEM IN ARITHMETIC



A principal rings the bells 20 times each day to call and dismiss classes, and he must watch the clock for three minutes each time before pushing the button. What is the value of the time spent in one year, figuring laborer's wages, 60¢ per hour?

20 times per day
3 minutes each time

60 minutes
1¢ per minute

60¢ per day
27 school days per month

\$16.20 per month
9 months

\$145.80 per year

\$150 F. O. B. FACTORY

Install it yourself.

It requires no servicing.

Now, children, how much money will a program clock save during a life of forty years?

\$145.80 per year
40 years

\$5,832.00 saving in clock-watching time.

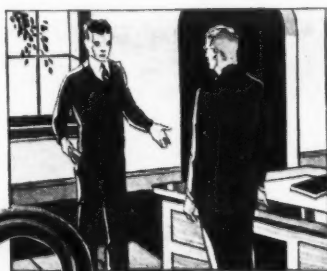
Built upon an 80 beat Seth Thomas movement, the Murda Program Clock is a simple, dependable device which will operate automatically all the bells in the building on from one to four separate circuits, silencing them at night and on Saturday and Sunday. No expert servicing is ever required on its simple mechanism. Initial expense is low and cost of upkeep is negligible.

Write us for descriptive literature.

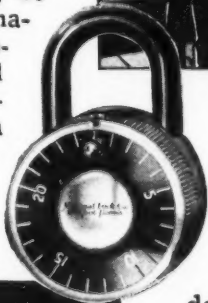
THE MURPHY-DAVIS SIGNAL COMPANY, INC.
631 Jackson Street, Topeka, Kansas

PROTECTS STUDENTS AGAINST THEIR OWN CARELESSNESS

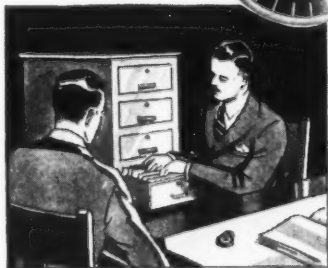
STUDENTS can't leave the keys to their ROCKFORD Combination LOCKS in their other clothes. They have no keys, to be forgotten or lost. Even if they do forget the combination, the custodian of the school records can re-supply forgotten combinations.



ROCKFORD



SERIES of LOCKS



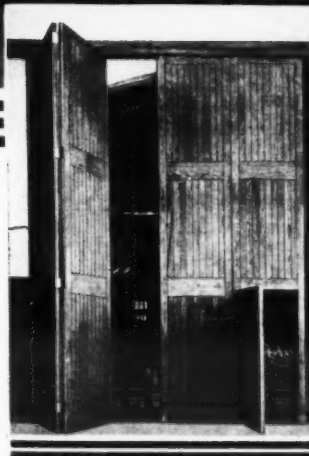
And when a student leaves school, or a class changes, the stations at which individual locks are used can be changed so that no student retains knowledge of the combination of a lock on a compartment previously used.

A booklet which tells how ROCKFORD SERIES of LOCKS make school lock supervision easier, safer and simpler will be sent you free, on request.

National Lock Co.
Rockford, Illinois

Enlarge or Reduce Rooms To Sizes Desired—With WILSON SECTIONFOLD PARTITIONS

(REG. U. S. PAT. OFF.)



Large photo shows how Wilson Sectionfold Partitions conserve space by combining auditorium stage with gymnasium in school at Coaldale, Pa., designed by John T. Simpson, Architect of Newark N. J. Insert shows simplicity of Wilson Sectionfold Partitions, as installed in Washington Public School in Bayonne, N. J., D. G. Anderson, Architect.

Being pioneer manufacturers of folding and rolling partitions, with over fifty years of experience, one would expect Wilson Sectionfold Partitions to have many superior and exclusive features.

Among these is the fact that Wilson Sectionfold Partitions are carried on the floor, and not hung overhead, making for greater strength and rigidity. They operate in pairs and not in one large unwieldy unit. Rack for folding at head eliminates any possible risk of doors jamming or falling. No complicated mechanism or heavy overhead supports. Wilson Sectionfold Partitions are made fool-proof so that nothing but wilful abuse will make them inoperative. They may be installed in new or old buildings. May be fitted with glass, if desired, or with slate or composition for blackboards.

Wilson Sectionfold Partitions conserve space and funds—and are superior for all purposes where folding walls are desired.

Write for Catalog No. 14



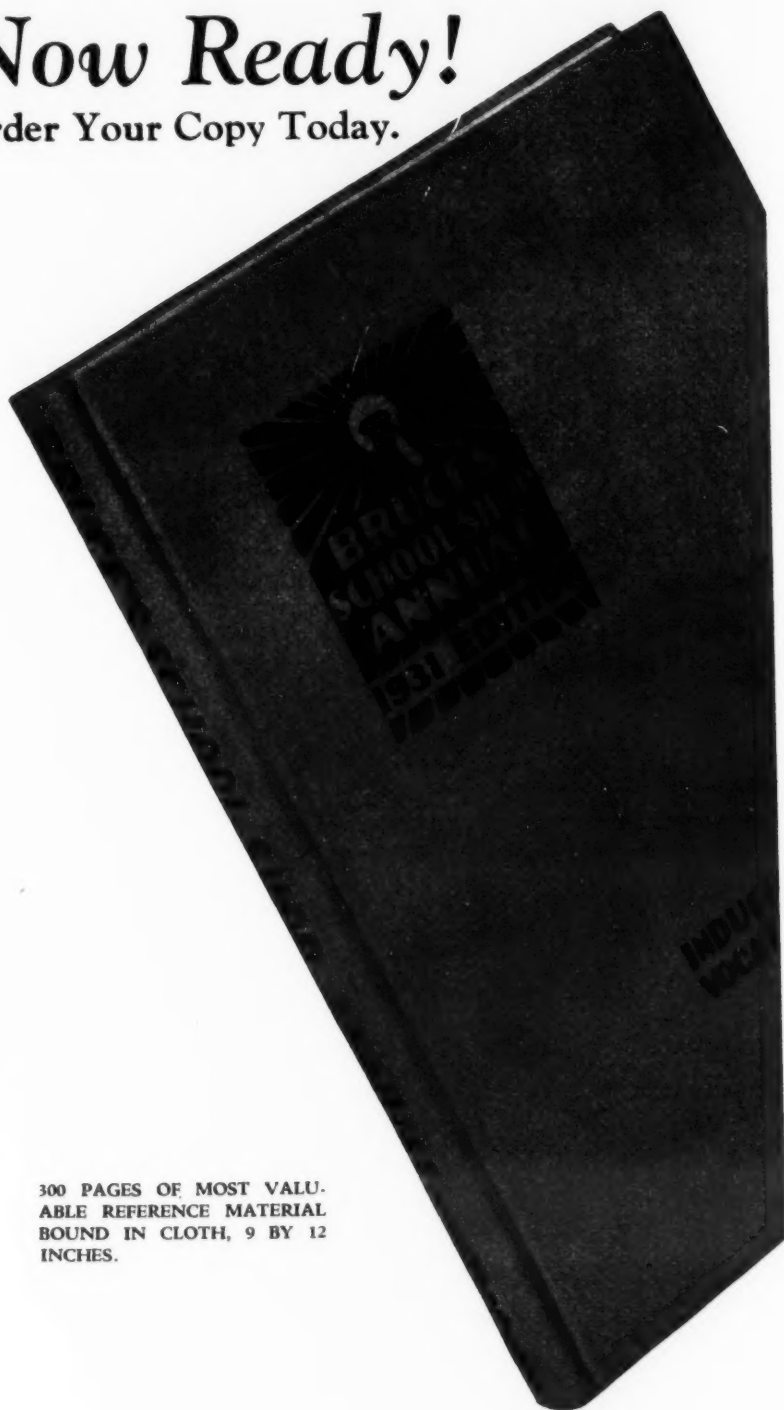
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INCHES.

BRUCE'S SCHOOL SHOP ANNUAL is an encyclopedia of school shop planning and equipment that will be of invaluable assistance to every instructor. The 1931 Edition fairly bulges with an abundance of school shop lore that will delight the heart of the busy school man. The excerpt in the next column will give you an idea of what this issue contains. In addition to its role of reference book, the ANNUAL is ideally suited for use as a textbook in the training of shop teachers. Order your copies NOW. Price \$2.00.

AN EXCERPT

from the Introduction to the
1931 Edition of

BRUCE'S SCHOOL SHOP ANNUAL

The 1931 ANNUAL comes to the reader with entirely new editorial material, new school-shop layouts, and a new arrangement of subject matter. Forty-one state directors and supervisors have contributed statements on the progress made by industrial arts and vocational education in their respective states. These reports furnish the reader with a complete review of the work done in this field of education throughout the United States and Canada, and the ANNUAL is the only single source from which this material is obtainable.

The section presenting descriptions of industrial-arts and vocational-education systems in cities of various sizes was so favorably received in the 1930 edition, that it was thought wise to include it again this year. Accordingly, the men who are responsible for the work done at Corvallis, Oregon; Tulsa, Oklahoma; West Allis, Wisconsin; and Erie, Pennsylvania, have contributed comprehensive articles describing the systems in their respective cities.

General objectives of industrial arts and vocational education, as well as a comparison between these two phases of education, are discussed in this issue by well-known educational leaders.

As in previous years, a number of new school-shop layouts are shown in each section. These school-shop plans are of great assistance to those upon whom the duty of shop planning devolves. They also serve admirably as typical examples of what is being done, to the students who are taking organization or shop planning courses in teacher-training schools.

To the woodworking, metal-working, drafting, electrical, sheet-metal, printing, automotive, and general-shop sections, which have appeared in previous issues, a section on farm mechanics shops has been added. Besides this, the content of the ANNUAL has been enlarged by an exhaustive article on the correct solution of the storage problem, which frequently proves so troublesome in the school shop.

A number of the equipment and supply lists, which have been a part of the ANNUAL since its inception, have been revised. The courses outlined in this issue are, for the most part, on the high-school level. The articles on the care and storage of equipment and supplies, contributed by men who have a thorough knowledge of these things, will be found helpful by many instructors.

Filled with material which the publishers have tried to make as helpful as possible to those who are engaged in the fields of industrial arts and vocational education, the 1931 edition of BRUCE'S SCHOOL SHOP ANNUAL is going forth on its mission of service with a hearty welcome to all of its friends, both old and new.



THE BRUCE PUBLISHING COMPANY

Established 1891

66 E. South Water St.
CHICAGO, ILLINOIS

524-544 N. Milwaukee St.
MILWAUKEE, WISCONSIN

342 Madison Ave.
NEW YORK, N. Y.



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CLARIN CHAIRS are made of steel (excepting seat and rubber floor contacts) and will not mar the finest floor nor damage the most delicate floor covering.

A customer writes this advertisement for THE IDEAL FOLDING CHAIR

We paraphrase:

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2. The paint is perfect!
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4. They fold and stack as well as when first put into use!
5. They are quiet!
6. They are comfortable!
7. We would gladly pay the old (more than current) prices!

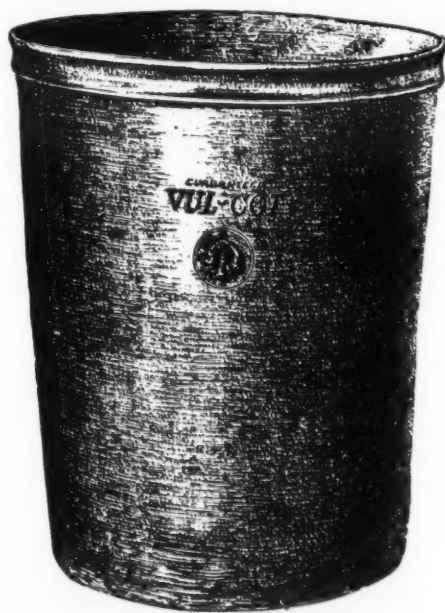
A silver-print of original letter on request.



THE PERFECT (JUNIOR) CHAIRS

A SAMPLE WILL BE SENT WITHOUT OBLIGATION!

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Clean Underneath!

No dust, chalk or pencil sharpenings under a Vul-Cot wastebasket. Solid sides and bottom prevent that. Vul-Cot is clean and promotes cleanliness. That is why it is the "official" wastebasket in more than 75 per cent of America's schools. They are guaranteed for five full years but actually they will last much longer than you care to think ahead.

NATIONAL VULCANIZED FIBRE CO., WILMINGTON, DEL.

VUL-COT
-the national wastebasket

Here is NEW maintenance economy for your school

Add a SKILSAW SANDER to your operating equipment and this practical efficient tool will become indispensable in the never-ending job of resurfacing and refinishing desks, tables, benches and seating equipment and blackboards. It surfaces wood, metal, stone and all composition materials.

SKILSAW SANDER is a new belt type machine, weighs only 18 lbs., is *perfectly balanced*, convenient to handle and easy to use. No experience is required to obtain a perfect job—"RIPPLES" are impossible. Belts are instantly adjusted and removed, accurately centered at all times and can be furnished in all grits, including belts of non-filling abrasive for removing varnish.

There is no obligation to try SKILSAW SANDER in your own school. Send the coupon today and we will arrange a demonstration in your manual training room or on any work you have.



SKILSAW SANDER

SKILSAW, Inc.,
3318 Elston Avenue, Chicago.

Gentlemen:
I understand that it costs nothing to try SKILSAW SANDER. Please have your representative phone us and arrange for a demonstration.



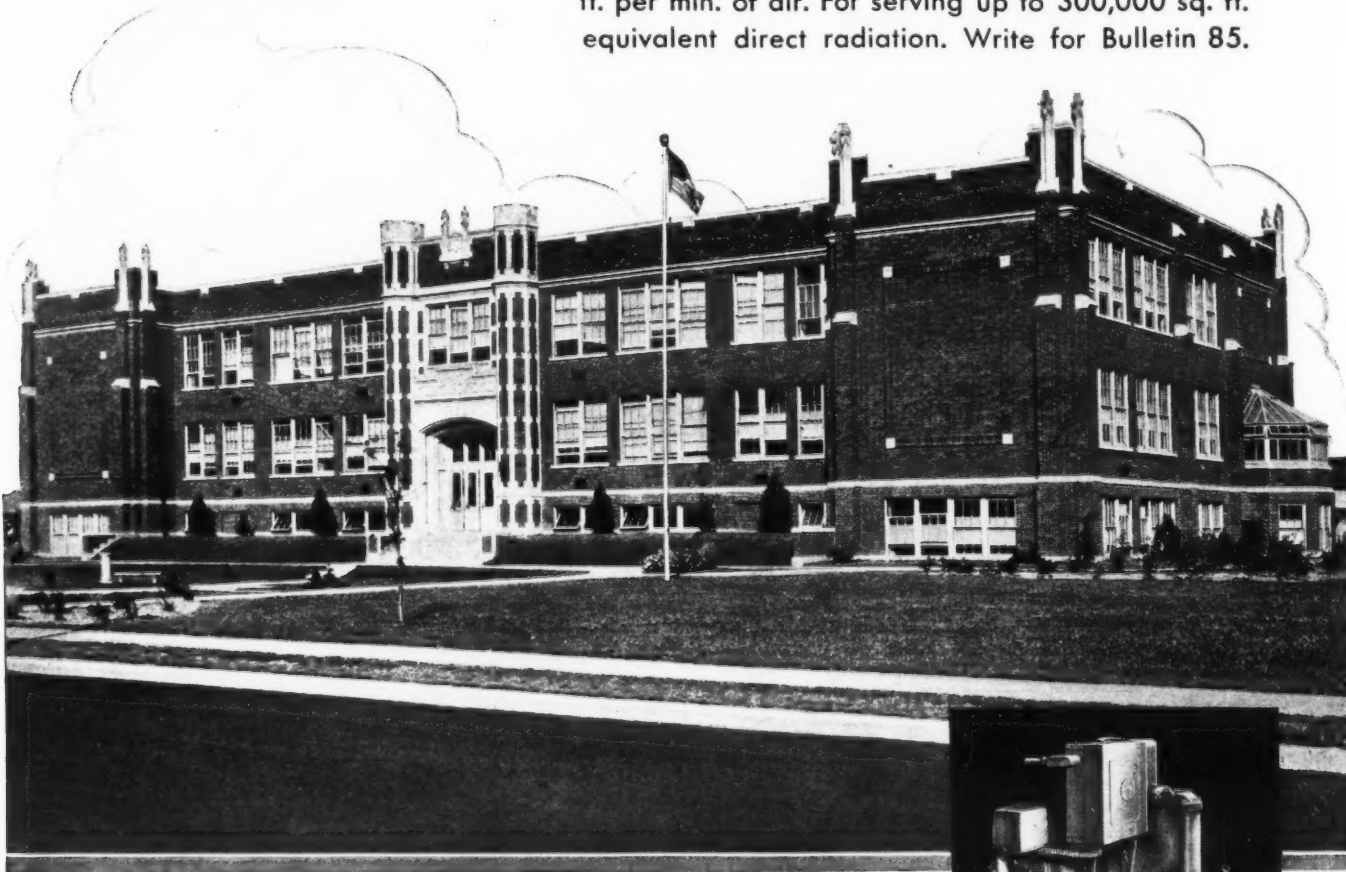
HEALTHFUL, EVEN HEAT FOR THIS INDIANA HIGH SCHOOL

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Automatically controlled, the Jennings Pump assures the complete removal of air and condensation from return lines and radiators. The flexibility and close control afforded make it easy to maintain classrooms at an even, healthful warmth, regardless of outside temperatures.

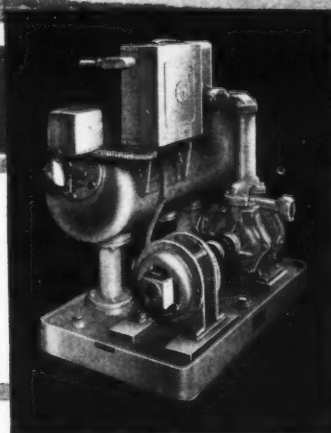
Tell City High School, Tell City, Indiana.
Charles L. Troutman, architect,
Evansville, Ind.

Jennings Vacuum Heating Pumps are furnished in capacities of 4 to 400 g.p.m. of water and 3 to 171 cu. ft. per min. of air. For serving up to 300,000 sq. ft. equivalent direct radiation. Write for Bulletin 85.



Jennings Pumps

NASH ENGINEERING COMPANY, 11 WILSON RD., SO. NORWALK, CONN.



VOL. 82
No. 4

THE AMERICAN School Board Journal

APRIL,
1931

Eastern Office:
342 MADISON AVENUE
NEW YORK, N. Y.

A Periodical of School Administration

Published on the first day of the month by
THE BRUCE PUBLISHING COMPANY
524-544 No. Milwaukee Street, Milwaukee, Wis.

Western Office:
66 E. SOUTH WATER STREET
CHICAGO, ILL.

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Passing A Milestone

Our fortieth anniversary as a publication was attended with many unexpected compensations. There were many congratulatory expressions which came to us from all parts of the United States, and some from foreign lands. All this is gratifying to us.

But the event had a deeper meaning. It noted a milestone in the progress of American school administration. In presenting the Fortieth Anniversary Number of the AMERICAN SCHOOL BOARD JOURNAL there was no attempt to laud either person or project. It told the story of the progress made in every department of the school-administrative service in the United States.

Thus the March anniversary number constituted a contribution to the cause of popular education: It noted the conceptions and practices of a half century ago, and then told what the modern approaches and methods in school government really are.

Students in the field of school administration find here much that is informative and instructive. They will find, too, much that is inspiring and suggestive for future activities. While the progress made is decisive, it also follows that perfection has not been reached.

Thus, the birthday anniversary afforded an opportunity to engage in a review of what has been accomplished in strengthening the administrative machinery and in lifting the nation's system of popular education upon a higher plane of efficiency and service.

In the thought that the AMERICAN SCHOOL BOARD JOURNAL has been a strong factor in contributing to that efficiency and service, we have derived our highest compensation.

THE EDITOR

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Subscriptions—In the United States and possessions, \$3.00 per year. In Canada, \$3.50. In foreign countries, \$4.00. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 35 cents.

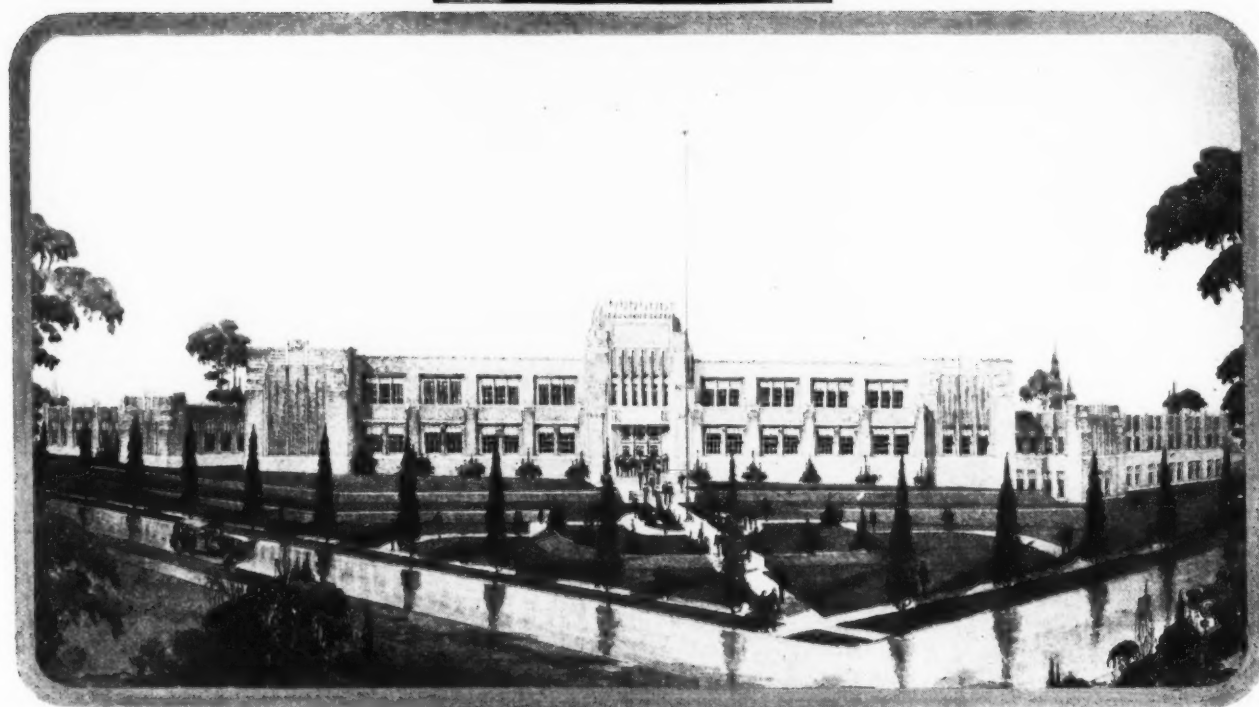
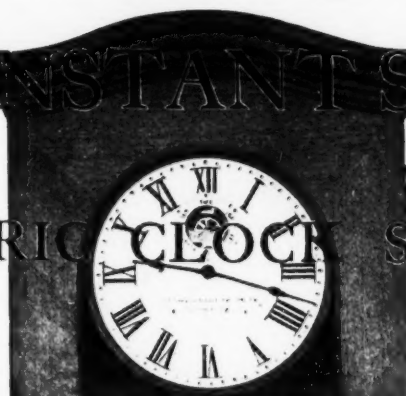
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Editorial Material—Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the Education Index.

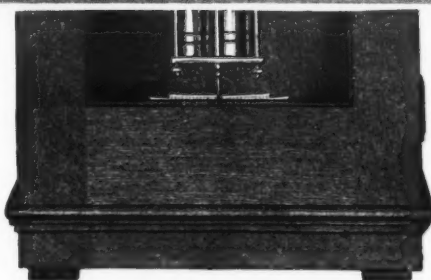
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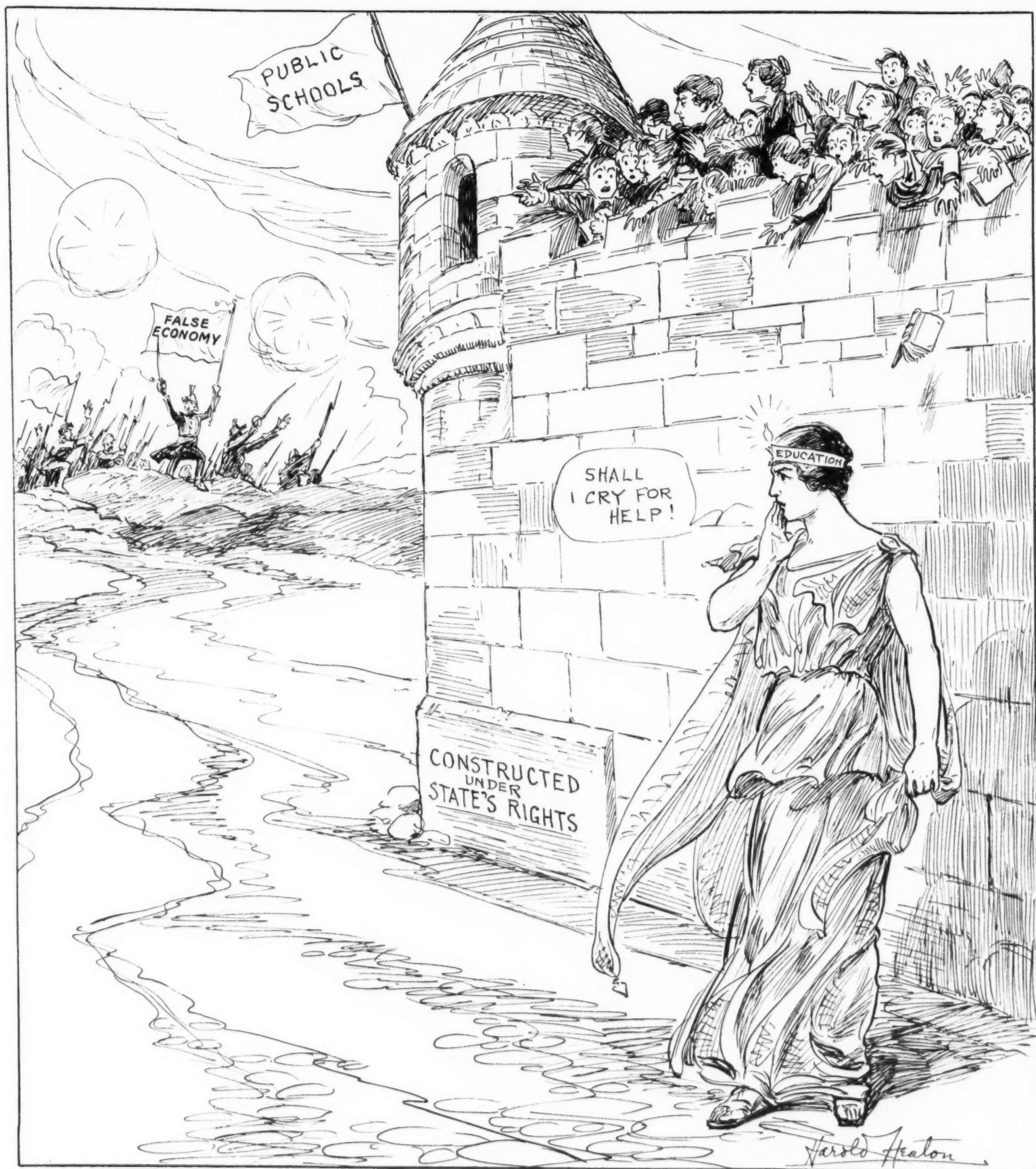
"STANDARD MAKES EVERY MINUTE COUNT"

THE AMERICAN School Board Journal

Volume 82, No. 4

APRIL, 1931

Subscription, \$3.00 the Year



EDUCATIONAL EFFICIENCY MUST BE UPHELD!

Sigmund Demonstrates¹

Muriel Stafford

"Why worry about your aunt, Lila?" said Miss Deane, absently. It was almost time for the last bell. "After all, lonely people are usually lonely from choice. Otherwise they'd do something about it."

"Yes, I suppose that's true," agreed Miss Turner. "Well, I must hurry or I'll be late."

Miss Deane's glance fell upon little Sigmund Svensen as her friend disappeared. He was staring at her with an unhappy, almost pained expression. It was most disturbing. Of course, he was so very gaunt that any careful look at him would cause concern, but this was different.

She called him to the desk after a moment's consideration. He came, still gazing wide-eyed and queerly.

"Do you feel well, Sigmund?"

He flushed uncomfortably and mumbled, "Yes'm." He certainly didn't look well.

"Did you eat any lunch?"

He nodded. "Yes'm. P'taters and cat-soup," he answered, succinctly.

"Heavens!" exploded Miss Deane. Her startled imagination conjured the family cat being captured by desperate and starving children for the family soup pot. Sigmund didn't flicker an eyelash, but faint bewilderment was added to his wan eyes. Miss Deane regained her self-control and said, "Tell me again, dear," in her gentlest voice.

"P'taters and cat-soup," repeated Sigmund, wearily.

"Cat-soup?"

"Yeah. It's red. It comes in a bottle."

"Oh!" Teacher beamed upon him in a flood of relief. "You mean catchup!"

"Yes," he agreed, still puzzled. "Cat-soup."

The bell for the afternoon session buzzed loudly, and Sigmund obeyed teacher's nod by taking his seat. Miss Deane watched him go with a vague feeling of dissatisfaction. The feeling increased all afternoon.

When the reading class came up in front, she noticed Sigmund particularly. He loved reading, and she knew him to be bright, but he stumbled over the words, disgracefully.

"Did you read at home last night, Sigmund?"

"Yes'm." His fair skin became scarlet once more, and his bright head drooped.

"Who listened to you read?"

"My grandfather."

Miss Deane frowned thoughtfully. Perhaps he wasn't so smart as she had believed him to be in the early fall. Children in the second grade are difficult to classify at times.

They spent the latter part of the afternoon practicing several new songs. The children loved them, and the best singers were to be chosen to sing them at a children's spring music festival at the city auditorium. They were all thrilled at the prospect.

"I shall choose four pupils today," said Miss Deane when they started. "Be sure to sing your very best!"

She knew before they began who the outstanding singers were, and she named them without hesitation when the lesson ended.

"Martha, Dorothy, Sigmund, and Leroy are the ones I shall choose today. They sang beautifully. Tomorrow is Thursday and I shall choose two more. Then we'll have our six chosen. Perhaps I shall let you help me choose, tomorrow."

As she dismissed them later, she noticed Sigmund again. His blue eyes were quite haunting now, and they clung to her pleadingly. She stopped him.

"What is it, dear?"

He seemed to wilt, and he started to breathe fast. She had to bend down to hear what he was saying.

"When the other kids sing to everybody, I'm not gonna be there. On May Day, I mean," he managed.

So that was it! She had known he was shy, but she had no idea that he suffered from shyness to such an extent that he wouldn't want to be chosen for the concert trip. Every child in the school was striving to be chosen.

"Why, Sigmund?" asked Miss Deane, in astonishment. "Look at me!"

He lifted eyes that begged and beseeched. "I-I can't," he said, feebly.

"Sigmund, you are being very silly!" said Miss Deane, sternly. "No big boy would act as you are acting. Aren't you ashamed!"

Suddenly she read despair in his downcast mouth, and in a flash her voice softened.

"Would you like to go, Sigmund?" she asked, gently.

The expression of vivid longing that came into his thin face smote her with reproach.

"Oh, yes," he breathed.

"You were told that you may not go. Is that it?"

Relief, tinged with wistfulness, passed over his eyes.

"Yes," he said, simply.

"Did your mother say so?"

"Yes," he repeated.

Miss Deane bit her under lip in vexation. It was a cruel shame. Perhaps his mother didn't realize what it was all about. The children were to be well cared for, and brought home very early. If she explained the matter personally, maybe he could go with the others. It wouldn't take a minute. She patted his shoulder and smiled at him.

"Will you wait for me, Sigmund? I must put on my hat and coat, and then I'm going to walk down your street to a trolley car. I want to stop at your house a second."

As they walked along Miss Deane said, "Wouldn't you like to go to the beautiful city auditorium, dear? We can probably arrange it so that you may go."

To her surprise he shook his head.

"No," he said.

"Why not?" she exclaimed.

"I can't," he said once more, in the same tone of utter hopeless finality.

Certainly the child was a puzzle. Could he be as stupid as he was sounding? She knew his mother was not a terrifying person, for she had found her a quiet, self-effacing Norwegian woman, with toil-worn hands, on the first day of school. Of course, she had been in this country only a few years and she might not understand. His father had died a year before, she had been told.

"If I speak to your mother, Sigmund, I'm sure she'll say that you may go," she said to him.

"No, I can't," he repeated.

Miss Deane stopped in front of the three-story tenement that was his home. Her patience felt strained.

"Are you going away?" she asked.

"No'm."

"Are you sure that you want to sing with the other children?"

"Oh, yes'm!"

"Come along, then!" she commanded, a bit brusquely.

He hesitated, and then followed her up the long dark stairway as if he didn't quite know what to do about the matter.

Miss Deane reached the top a trifle breathless after her brisk climb. As she drew a long breath, Sigmund walked ahead of her and

opened the door. "Come in?" he said, inquiringly.

Goodness! How dark the halls were. A sudden misgiving came to her.

"Your mother is home of course, my dear?" "No'm, she's not. She works. She gets home after I've gone to bed."

"Sigmund! Why didn't you say so?"

He squirmed a little, and finally replied, in a low voice, "You didn't ask me."

Of course! She was as bad as he was. Worse. As she turned slowly, a shrill voice from the other room called, "Siggy! Siggy! Who's there?"

Her eyes were becoming more accustomed to the dusk of the hallway, and she saw Sigmund's half-frightened gesture.

"Who is that, Sigmund," asked Miss Deane, involuntarily.

"My grandfather," he answered in the same subdued way.

"Siggy! Can't you hear me?" The querulous old voice rose impatiently. "Who've you got there? Bring 'em in!"

Well, she had caused this excitement. Her impulsiveness had brought her into more uncomfortable situations than this. There was nothing to do but to make the best of it.

"Do you want me to go in for a minute, Sigmund?" she whispered.

"All right. Do you mind?" he whispered back, anxiously.

"Of course not!" declared Miss Deane, heartily. "I'll be glad to meet your grandfather."

His face cleared for a second, and he smiled one of his rare and charming smiles. What a sad child he was!

The room into which Sigmund led her was shabby, indeed, and nearly as dark as the hallway. In the corner sat a bent, white-bearded old man, who lifted his head as they entered.

"This is my teacher, grandfather. Her name is Miss Deane," said Sigmund, rather loudly.

His grandfather cleared his throat. "How do. How do. Get her a chair," he said after time, and very gruffly.

Miss Deane was startled, for she had already seated herself in the proffered chair. Perhaps he didn't notice everything, though. He was such an old man!

"How is the weather?" he asked, abruptly.

"It is very fine weather. Don't you think so?" she answered.

He laughed, a shrill, dry cackle.

"Don't I think so? Heh, heh! How should I know, indeed, how should I know?"

Miss Deane looked at Sigmund, disconcerted. He was leaning against the faded wall, his eyes fastened on his grandfather's face with the second strange expression she had seen him wear that day. He seemed to be fascinated, but with misery, fear, and resentment. Well, the queer old man couldn't be pleasant company for a little 7-year-old boy, it was true.

"Then you don't manage to get outside very much?" she asked with great politeness.

"Very much!" he repeated, angrily. "Not at all, of course. I tell you it's hard to be shut up inside every day with nothing to do. My daughter is with me in the morning, but she leaves at two-thirty to be at the mill for the second shift. For almost an hour I'm all alone. Not a body to say a word to! Siggy comes home then, but he's not much good."

He was fussing with a match to light the pipe he had pulled from his pocket, and Miss Deane said, "Let me light it for you."

As she bent to do so, his unwavering eyes attracted her attention, and she shrank back, appalled. Heavens! The man was totally blind! She recovered her presence of mind enough to light his pipe.

"Siggy!" The boy jumped as if he had been struck, and left the table he had started quietly to set. "Get my other slippers. What's the mat-

(Concluded on Page 127)

¹Based on real experiences in the life of a teacher.

Selecting the Superintendent

Fred Engelhardt, University of Minnesota

On recent trips about the country my attention has been called to the outcomes of certain very unfortunate appointments made last summer by school boards. Two that are particularly significant are the new executives in two school systems which have been considered most progressive. From evidence it appears that the accomplishment of a number of years is rapidly being undermined by the incompetent superintendents who have been appointed to succeed very able men.

In each of the places referred to, the school board is made up of fine men and women who have always supported the best in education. They had not had an occasion to select a superintendent for a number of years, and when the task suddenly came, they were stampeded by high-pressure salesmanship. It was only after the schools were under way that everyone realized the seriousness of the mistake made.

It is not necessary to review here the methods which were followed by the successful candidates. It suffices to say that at the present time, although much progress has been made, school boards and superintendents must give more thought to the development of better methods for the selecting of the superintendent of schools.

Selecting a Superintendent No Easy Task

Probably the most important steps in the administration of public education were taken when teacher certification was made a state function and when the boards of education generally turned over to the superintendent the authority to select and recommend for appointment the new members to the school staff. With these practices came the recognition of professional merit as the prime criterion for the appointment of teachers.

It is of interest to be reminded that the position of superintendent of schools is now practically the only one which the lay school board assumes full responsibility for filling. At best, choosing the proper man for the position of superintendent is no easy task.

At the present time there are no standards which school-board members may use while making their choice. Yet there are few board members who do not take the responsibility seriously and who are not desirous of choosing the best available man. When the wrong choice is made it can be attributed invariably to the lack of knowledge of proper procedure and because there is no real basis for judging merit. To appreciate the problem which school boards

Of all the tasks which confront school boards during the spring and summer months none is more difficult and fraught with consequences than the selection of a chief executive for the schools. The present paper is a comprehensive picture of the superintendency situation in the great Northwest. It indicates a very satisfactory improvement to which school boards have contributed very materially. — The Editor.

confront, one has only to ask a group of professional experts to express their judgment in reference to candidates for a specific position and note the wide range in their opinions.

Progress is Being Made

Available evidence shows some advance in this respect. The term of office of superintendents is slowly increasing and more and more men with extended professional training are be-

lightenment on the part of school boards in reference to the work which is going on in the schools and in reference to what they should expect their chief executive to be.

Increase in Tenure

A study of the facts does reveal certain illuminating conditions in reference to this latter point. A review of the term of office of the superintendent of schools in Minnesota for a period of twenty years (Table I) shows an average increase of two years. Regarded from one angle this change may not be considered an indication of much progress. Although the data tabulated do reveal a marked fluctuation in the percentage of change in position each year, there appears to be a distinct tendency to decrease the number of yearly changes. This stabilizing tendency may be due primarily to economic conditions.

One of the very serious problems which faces the profession is the attitude of many men in

TABLE II. Distribution of 239 Minnesota Superintendents of Schools According to the Number of Years They Held the Position in Which They Were Employed in 1928¹

Years	Number of Superintendents and Population Groups ²				Total	Per Cent
	I	II	III	IV		
15 or more	1	2	1	2	6	4
14			1		1	
13			1		1	
12	1	1			2	
11					0	
10		1	4	1	6	2
9	1		2		3	1
8	3	4	5	2	14	6
7	1	3	5	2	11	5
6	8	1	4		13	5
5	13	10	7	4	34	15
4	9	10	4	3	26	11
3	10	10	6	4	30	13
2	23	17	6	4	50	21
1	21	16	4	1	42	17
Total	91	75	48	25	239	100

¹After Nelson.

²See Table I for population classification.

ing selected to superintendencies. It is not believed that this is due largely to a demand on the part of school boards, but rather a result of increased certification requirements and professional interests on the part of the schoolmen. It is likewise believed that tenure has increased because better trained men are better able to adjust to local situations and hence there are fewer forced departures. Nevertheless one must admit the evidence which shows increased en-

administrative positions in public schools in regard to the desirability of remaining in one school district for a long period. Only 6 out of 239 superintendents (Table II) in the State of Minnesota, for whom data were available for a period of years, had held the same position for fifteen years or more. The small salaries and a tradition that it does not pay to stay in the same place for too long a time are, no doubt, responsible for this condition. This is one of the factors having to do with selection and tenure of superintendents which needs careful study by all concerned.

A study of the professional history of superintendents in the Northwest reveals practically the same picture as presented in Table II. Observe (Table III) that less than 3 per cent of those reporting¹ (588 superintendents) continued in office five years or more in any of the superintendencies held during their professional career.

How Do Superintendents Learn of Vacancies

Probably one of the most perplexing problems in the appointment of superintendents is the development of a satisfactory procedure which school boards may follow in seeking desirable candidates. At the present time when a vacancy occurs, the school board is flooded with applications sent by mail or by individuals making personal visits. The impression created by the prac-

TABLE I. Tenure of Superintendents of Schools in Minnesota, 1908-1928¹

Year Ending	Number of School Systems in Which Change in Superintendents was Made				Total Number of Changes	Total Number of School Systems	Percentage of Changes Each Year	Average Tenure in Years
	I	II	III	IV				
1909	23	23	7		54	197	27	3.6
1910	20	20	12	8	60	196	31	3.2
1911	24	25	9		61	196	31	3.2
1912	23	14	7	1	48	200	24	4.1
1913	18	26	13	5	62	205	30	3.3
1914	19	23	7	4	53	205	26	3.8
1915	17	24	9	2	52	210	25	4.0
1916	18	20	14	3	55	219	25	3.9
1917	25	17	8	1	51	219	23	4.2
1918	21	19	7	1	48	222	22	4.6
1919	25	25	14	3	67	225	30	3.3
1920	27	27	16	5	75	229	33	3.0
1921	30	31	12	7	80	232	35	2.8
1922	25	20	12	3	60	234	26	2.9
1923	21	10	7	1	39	239	17	6.0
1924	27	18	9	5	59	241	24	4.0
1925	21	17	7	3	48	242	20	5.0
1926	16	14	7	4	41	243	17	5.9
1927	24	28	7	4	53	241	22	4.5
1928	21	16	4	1	41	239	18	5.6

¹Unpublished study of C. O. Nelson, superintendent of schools, Randolph, Minn.

I. Population less than 1,000.

II. Population 1,000 to 1,999.

III. Population 2,000 to 4,999.

IV. Population 5,000 and over.

²Hand, H. C., *Vocational Histories of City School Superintendents*, University of Minnesota Library, 1930.

The Program for the Revision of Teachers' Salaries in Springfield

Supt. Zenos Scott and Asst. Supt. John Granrud, Springfield, Mass.

In recent years Springfield has ranked second or third in per-capita costs for public schools among cities of the United States of 100,000 to 300,000 population. Costs for schools have been comparatively large, but not because teachers' salaries have been high. Teachers' salaries have been relatively low. More than three fourths of the cities in Springfield's class have been paying higher salaries to teachers.

It was impossible to raise the salaries of the teachers by the ordinary method of voting additional funds. Springfield is a wealthy city and consequently has been able to spend more money on its schools than almost any other city in its class without having a high tax rate. Nevertheless, in view of the liberal support already given to the schools, there was little enthusiasm on the part of the taxpayers for any plan for raising teachers' salaries, which entailed an essential increase in the school budget.

After much preliminary study and discussion, it became evident that the problem of teachers' salaries was so closely related to the ability and willingness of the city to support the schools, and to the way in which they were organized and maintained, that it could not be solved without thorough consideration of these factors. It was also evident that the whole problem was so important and involved so much that it could only be solved with the full assistance and coöperation of the entire teaching staff. In order to bring to bear upon this question the collective thought of the teachers, and in order to secure a consensus of opinion, a committee of 31 members of the teaching staff was appointed by the superintendent upon the authority of the Springfield School Committee on January 18, 1929. Considerable care was given to the selection of the members of this important committee in order to make it representative of the entire staff. General supervision of the program was placed in charge of a special committee of the school board, and under the direction of the superintendent of schools. A rather complete study of the whole question of teachers' salaries, together with the necessary study of the other factors involved, was also begun at this time in order to discover whether, through a redistribution of the funds already being expended, it would be possible to increase the salaries of the teachers without increasing school costs and without decreasing the efficiency of the schools.

Reasons for the High Costs

Per-capita costs for the Springfield schools were high and teachers' salaries were relatively low. The money was being spent. The first problem was to determine where the money was going. There was no answer to this question. However, there were three principal reasons why Springfield was spending more money for schools than most cities.

In the first place, more children are being educated in its public schools than in the average city and, consequently, more teachers must be employed to teach them. This does not appear to be so because there is a relatively large number of children in the city, but because the children tend to stay longer in school. That this is true is indicated by the large percentage of the children who are enrolled in the junior and senior high schools where pupil costs are the highest. Out of 48 cities of over 100,000 population for which data were available, only 7 cities were found to have a larger percentage of pupils in the senior high schools, which shows that hundreds of boys and girls are being educated at public expense who would be at work or on the streets were conditions the same as in the typical city.

The problem of teachers' salaries has been treated in the JOURNAL from widely different aspects. No recent paper, however, has revealed so interesting a local situation as that which the present paper discusses. School boards will find in the authors' study suggestions for analyzing their own situations as a factual-means basis for the solution of administrative problems. — The Editor.

A comparison with a neighboring progressive city of about the same population will indicate what this means in terms of dollars and cents. This city also has to spend more money on its schools than the average of these 48 cities because the children tend to remain in school. Yet if everything else were kept equal, and if the school committee in Springfield could and were willing to eliminate from the schools all of those children who would not be enrolled were conditions the same as in this neighboring city, current expenses would be reduced by more than \$250,000 a year, and this is a conservative estimate. If this comparison had been made with an average city of these 48 cities, this amount of money would have been even larger. This large additional expense is an important factor in the high per-capita costs.

The High-School Problem

The increase in the number of pupils who attend the secondary schools of this country, which has been particularly large in Springfield, has brought its own problems. Some years ago the main function of the high school was to prepare for college. It is still an important function. But the main problem of the high school is no longer that of college preparation. In few, if in any, high schools are more than 20 or 25 children out of every 100 who enter destined to go to college. It is doubtful if even 10 out of every 100 pupils who enter the senior high schools of Springfield are ever enrolled in an institution of higher learning. The traditional type of education required little equipment and relied mainly on books, the cost of which was small. But the increase in the high-school enrollment has brought with it a very large number of pupils who have no natural inclination for studying books alone. To a large extent these children must be given different and, as a rule, more expensive types of education.

The problem has been, and is, to build differentiated courses of study and to adapt subject matter to the needs and interests of the pupils. Though it has certainly not been solved in Springfield, much has been done and at no small expense. Few cities have a broader curriculum in the junior high school. In addition to an academic senior high school, there are the relatively more expensive commercial and technical high schools and a trade school.

The unusually marked tendency of the children to remain in school and the additional cost of offering different types of education partially explains why per-capita costs for the schools were high despite the fact that teachers' salaries were low. However, since no one proposed that the salaries of the teachers should be raised at the expense of educational opportunities already being offered, they furnished no solution.

The Small-Class Problem

The third principal reason why costs were high was that the senior high schools and certain departments of the junior high schools were organized on the bases of small classes and somewhat light teaching loads. Two years ago the average elementary-school class had 34 pupils, being nearly as large as the typical city

elementary-school class in this country; but the average class in the junior high schools had only 23 pupils, and the average class in the senior high schools had only 18 to 19 pupils. This was typical of the not uncommon practice of organizing elementary schools on the basis of medium or large-sized classes, and secondary schools on the basis of small classes. Ten to twenty years ago when most children never entered the high schools this method was practical, though never ideal, for on the basis of common sense it would appear that children in the elementary schools cannot be handled in large groups as readily as can high-school boys and girls. But in our day school organization is a far more serious financial problem than it used to be.

It is no secret that the question of class size has been and is the subject of a number of exhaustive investigations, although it has not been studied sufficiently by either research workers or administrators to have resulted in entirely conclusive findings. Indeed, there are so many other factors involved in the efficiency of instruction that it is doubtful that the ideal size of class for each subject of instruction, for each teacher and for all conditions will ever be definitely determined. The most comprehensive and exhaustive of all studies in this field, Hudelson's *Class Size on the College Level*, was published last year. This study involved some 6,000 students over a two-year period at the University of Minnesota. Those students who were enrolled in classes of 50 to 200 were found to have achieved somewhat better results than the students enrolled in small classes of 15 to 25. This investigation was so convincing to the authorities at this university that all new buildings are being constructed with these conclusions in mind. Dr. Dora Smith has just published the results of an intensive study of the relationship between class size and efficiency in instruction in ninth-grade English. The author's conclusion is that achievement is practically independent of class size. Stevenson made a number of studies in this field in both the elementary and high schools, and his conclusion was that the size of a class determines the results to only a small degree.

The Value of Larger Classes

These scientific investigations of class size as well as those of Averill, Almack, and others who have attacked the problem, agree in concluding that insofar as factual knowledge and skill can be measured, pupils in elementary-, junior-, or senior-high-school classes of 35 to 45 achieve as much as pupils in classes of 10 to 20. The average teacher in the typical school employs practically the same methods and techniques when teaching a small class as when teaching a large class, and it appears that these methods and techniques are just as well adapted to the instruction of large groups as they are to the instruction of small groups. There seems to be some basis for the belief that pupils taught in relatively large classes tend to develop more self-reliance and initiative than pupils in small classes, where too much dependence can be placed upon the teacher. Small classes lack the competitive element, and it is often difficult to arouse the interest of either pupils or teacher. They apparently do not enable children to learn as much from contacts and associations with other children.

The scientific investigations of class size have concerned only with the measurement of facts, skills, information, and knowledge. No attempt has been made to measure the effect of class size on that development of ideals and traits of character which constitute the most

important contribution of the teacher. Through such contacts with the teacher, children learn more than the subject taught and more than can be found in textbooks.

Traditionally, it has been believed that a teacher could develop desirable character traits more effectively when teaching relatively few pupils. This may or may not be true. No one knows definitely. But there may be much virtue in the well-advertised and expensive system of instruction in which a Mark Hopkins sits on one end of a log and a boy sits on the other — provided that enough Mark Hopkins's can be found in the world to staff the schools and that the boys are all James Garfields; and also provided that a satisfied public is willing to foot the bill.

Ability of Teachers and Teaching Results

Assuming that persons with great natural gifts and excellent training could be employed who could instill high ideals in the minds of children and develop and direct their energy and ambition, then if it is true that they could secure such results more readily with small classes, it would certainly be fortunate were it possible to enable them to establish the close contacts with their pupils which small classes permit. It may be, furthermore, that better materials, techniques, and methods of instruction will be developed through much needed experimentation and research, which will enable pupils to obtain more knowledge and skill in small classes and under close supervision. Systems of individualized instruction may be developed superior to any methods commonly known or practiced today under which the ideal class will be a small class.

Whatever the ideal size of class may be found to be, however, in a practical situation it will always be necessary to remember that the size of a class can never be the most important factor in the efficiency of instruction. The most important factor is and always will be the ability and training of the teacher. Only teachers with superior insight and ability are capable of influencing appreciably and permanently, the lives and characters of the children under their charge.

In the long run, a school system will attract that type of ability for which it is willing and able to pay. Until the people are willing to spend much more money on public schools than they now spend, it seems that only a very few school systems with very great financial resources will be able to organize on the basis of small classes, and yet pay salaries high enough to guarantee that they will attract teachers of real ability. In the average city in which each child is given every encouragement to remain in school as long as he can possibly benefit by his attendance, there must be a certain amount of quantity production. Because when schools are organized on the basis of small classes and have low salary schedules, the inevitable result is that sooner or later they are staffed by the mediocre, poorly trained teachers who are willing to work for small salaries — teachers who cannot possibly effect those values for which the small classes were organized. It would seem to be better policy to organize all of the schools, elementary, junior and senior high, on the basis of medium-sized classes with 30 to 35 pupils, or even large classes with 35 to 45 pupils if that is necessary, if funds can thus be released for increasing the salaries of the teachers, in the belief that the more competent teachers who will be attracted by the higher salaries will be able to secure better results with medium- or large-sized classes than mediocre teachers can secure with small classes.

Basis of Enlarging Classes

The classes in the junior and senior high schools of Springfield, particularly in the senior high schools, were too small and many of the teachers were not devoting a sufficient amount of time to the instruction and supervision of

Schedules	TEACHERS' SALARY SCHEDULES, SPRINGFIELD, MASS.			
	Years of Training	Minimum	Yearly Increments	Maximum
Elementary Schools				
I.	Successful completion of a two-year course in normal school or the equivalent.....	\$1,200	8 × \$100	\$2,000
II.	Successful completion of a three-year course in normal school or the equivalent.....	1,300	9 × \$100	2,200
III.	Successful completion of four years of college work with a standard bachelor's degree or the equivalent	1,400	9 × \$100	2,300
Junior High Schools				
I.	Successful completion of a three-year course in normal school or the equivalent.....	1,400	9 × \$100	2,300
II.	Successful completion of four years of college work with a standard bachelor's degree or the equivalent	1,500	1 × \$100 and 8 × \$125	2,600
Trade Schools				
I.	Successful completion of a three-year course in normal school or college or the equivalent in trade experience.....	1,750	8 × \$125	2,750
II.	Successful completion of four years of college work or the equivalent in trade experience..	1,750	10 × \$125	3,000
Senior High Schools				
I.	Women — Successful completion of four years of college work with a standard bachelor's degree or the equivalent.....	1,600	8 × \$150 and 1 × \$100	2,900
II.	Men — Successful completion of four years of college work with a standard bachelor's degree or the equivalent.....	1,750	9 × \$150 and 1 × \$100	3,200
III.	Women and Men — Successful completion of five years of college work with a standard master's degree or the equivalent.....	1,750	9 × \$150 and 1 × \$200	3,300

pupils. It seemed desirable that new standards be established which would control the number of pupils per teacher in each of the schools — standards which would in no way decrease the efficiency of the schools.

As an aid to the formulation of such standards, a comparative study was made of practice in progressive cities. The superintendents of 12 of the leading city school systems in the country were each asked to furnish data for an elementary school, a junior high school, and a senior high school which represented the best types of organization in their systems. In other words, the standard of comparison was the best practice in 12 of the best city school systems in the country.

A thorough study of the problem of organization in the schools was made by the principals and teachers, in terms of the data received from these cities. In the light of these data, and especially in view of the results of the scientific investigations which have been made of class size, it was agreed that the secondary schools could be reorganized without endangering in any way the best interests of either pupils or teachers. It was also agreed that if the average number of pupils per teacher in the schools of these 12 cities were adopted as standard for the schools, we would certainly not be going to an extreme and the reorganization could easily be defended in terms of the best present practice. And it was further agreed that no teacher should be dismissed in order to accomplish this reorganization, the changes to be effected through not filling vacancies and by caring for increases in school population without increasing the number of teachers.

The Class Sizes

For the elementary schools it was agreed that the standard class should have 36 pupils, which meant little change and which was practically the same as that of the average elementary school of the 12 cities. The standard kindergarten now has 25 to 35 pupils.

It was agreed that in the junior high schools there should be one teacher for every 26 pupils enrolled. In view of the fact that small schools cannot always be organized economically, it was decided that in the small junior high schools there should be one teacher for every 25 pupils and in the large schools one teacher for every 27 pupils. Under this new standard the average teacher is expected to devote 23 sixty-minute periods a week to instruction and supervision of study. The average class now has about 35 or 36 pupils.

In the average senior high school of the 12 cities, there was one teacher for every 25 pupils enrolled. As it happens this is the norm recom-

mended for senior high schools by the North Central Association of Colleges and Secondary Schools. This pupil-teacher ratio of 25 to 1 was adopted as standard for the Springfield senior high schools. The teachers are now given a normal assignment of 25 forty-five-minute periods per week of regular class instruction, 5 periods per week of study-hall supervision, and responsibility for a homeroom, or the equivalent of such normal assignment. Under this new standard the average senior-high-school class has about 30 pupils, 15 per cent of the classes have fewer than 20 pupils which shows that even under the new standard there are plenty of small classes. Only 10 per cent have more than 34 pupils, and this 10 per cent includes the classes in physical education, music, history, and English literature, where large groups of pupils may be handled with relative ease.

The difference between the size of classes for the elementary and high schools, according to which the average elementary-school class has more pupils than the average high-school class, reflects the increased difficulty of becoming acquainted with and accounting for 125 to 150 different high-school students, as well as difficulties in organization.

The Immediate Results

The reorganization has not been entirely completed, yet much has been done. As a result of the changes in organization, a very large reduction has been made in the expenditures for public schools. On February 1, 1931, there were 2,500 more pupils in the schools than on February 1, 1928, while the teaching staff has been increased by but one teacher. If the changes in organization which have been indicated had not been made, at least 100 more teachers would be at work in the schools than are now employed. The average salary of the Springfield teachers is between \$2,000 and \$3,000, which means that a very respectable sum of money is being saved each year, and, it is believed, without reducing the efficiency of the schools.

While the principals were making these changes in organization, the 31 members of the teachers' committee on salary schedules were making an intensive study of the basic principles underlying scientifically constructed schedules, the application of which would result in increasing the efficiency of the schools. The members of this committee were convinced that the cost of living and the law of supply and demand should be considered as basic factors. Incidentally, although it is undoubtedly true at the present time that the supply of teachers exceeds the demand, no one felt that there is an over-supply of the able, well-qualified teachers that

(Continued on Page 127)

An Experiment in Instructional Saving

G. W. Crossman, Central High School, Grand Forks, North Dakota

One of the major problems of the school executive is to cut instructional cost and, at the same time, realize the greatest possible number of present-day educational ideals. The experiment undertaken in the Grand Forks schools was an effort to determine whether these two aims might not be realized. It was proposed to save teaching time and, at the same time, to maintain equal educational opportunities for the pupils.

In setting up the experiment, a class of 26 boys in beginning algebra, was selected out of a total enrollment of 80 in the subject. The pupils were selected by the principal on the basis of their probable success in the work. When rated on the work done in school previous to the entering of the class, 17 ranked in the highest quartile of their class in school, 8 ranked in the second highest quartile, and 1 was a high-school student who had failed the subject during the past year, but probably did so because of lack of effort. The class was taught by a regular teacher on the force, who taught at the same time another group of average students in the same subject.

Beginning the Experiment

At the beginning of the work in September, the experimental class was treated as nearly as possible like the regular class. The teaching methods, the kind of work required, and the subject matter were the same except in quantity. For about three weeks, the pupils were not told that they were a selected group but the assignments were gradually lengthened from day to day as they appeared to be able to do the work well. About this time they were informed that they were ahead of the other sections taking this subject, and were asked whether they desired to go on at the same rapid rate, or slow up to the average rate of progress. Immediately they inquired whether they would be allowed to drop the subject as soon as they finished the semester's work, if they continued at the rapid rate. They were told that they might do this and that they could go as fast as they chose, provided they remained approximately together in one group. They were informed that any who desired to go more slowly need not continue with the group, as there was an average group doing parallel work and they could be transferred at any time without loss to them. In about two weeks from this time, five of those rated in the second quartile requested to be transferred into a normally moving group. At the same time one of the other teachers in the system reported she had three promising pupils whom she thought could do the work. These were transferred to the class and continued with it to the end of the experiment.

At the end of twelve weeks, the class had completed the first semester's work. The requirements as to work to be handed in, and outside assignments had been identical with those required of the groups taking regular work in the subject. The class had remained together, with the exception of four of the best pupils who pushed on in a faster group, and were somewhat in advance of the rest.

At this time regular semester finals were given to the entire group and all passed creditably. The group as a whole stood well above the usual average of classes in that subject.

The second semester's work was begun at once, and the same general methods of procedure were continued. One pupil dropped from school on account of temporary illness and did not return until the class had proceeded too far for him to reënter the group.

At the end of the first semester, the four fast pupils had completed the entire year's work.

They were given the second semester's finals and passed with unusually high standings. These four who discontinued the work in mathematics temporarily, spent their time on other subjects.

The remainder of the class continued until the end of the twenty-fourth week. At that time, they, too, had finished the year's work, and were given the semester finals. Again all passed with better than usual grades. As the year was now two-thirds gone, the class began plane geometry. In the remaining twelve weeks, they all finished the first semester's work in that subject, passing without a failure and with a good class average.

Results of the Experiment

A critical inspection was then made of the results; and the more the results were studied, the more striking became the evidence of the worth of the experiment.

The first examination of the work was to determine whether these pupils had really done the required work in a manner comparable with the work of the usual class. It was found that all the usual requirements had been met as to subject matter and homework. And the final examinations had been carefully selected. In this school, it is customary for the members of the teaching staff in the mathematics department to make up all sets of semester examinations in the committee selected for this purpose. No teacher writes the examinations for his or her own class, but it is prepared by a committee of three or more working together. For several years, these tests have been made with the sole object in mind of making them of equal difficulty. In order that there be no question as to the fairness of the test given to this class, a test was given which had been used two years previously. This permitted no question about its being of equal difficulty with tests usually given.

The work was then examined to learn as to the quality when compared with that done by previous classes. The records of each of the classes which had completed this work during the two previous years was gone over and it was found that the experimental class had made a higher record than any previous class. But, as this was a group of the best students, it was thought that they should be compared with the best students of the past. The records were again examined and a selection was made of the 20 best students who had taken algebra the previous year. It was found that during the previous semester the average of all of their averages was 86.6 per cent, while the average of the averages while doing experimental work was 87.9 per cent. The pupils had evidently improved their work in the other classes, as well as doing additional work in mathematics.

The following table indicates the comparative standings of each pupil during the semester just preceding the test and the semester of the test.

It will be noted that 15 of the 20 pupils made a higher average grade during the time of the test, than during the previous semester, when they were doing only standard work.

It can be laid down as a general principle that the public-school teacher is not a good salesman. He does not possess the techniques of salesmanship, because, in one sense, he does not need them. His customers have to come to his store to buy. They are sent there by their parents at nine o'clock and are told to take whatever the teacher-salesman gives them. — W. W. Charters.

The column labeled "Average Grade of Previous Semester" contains the average grade of each of the 20 pupils compared during the last semester of 1928-29. The column labeled "Average Grade During Test" contains the average grade of the same pupils during the first semester of the school year of 1929-30, or the semester during which the test was conducted.

To confirm the opinion that faster work had not interfered with the quality of the work, or with the pupils' satisfaction in the work, the pupils were asked whether they enjoyed the

Comparative Grade Table		
Pupil Number	Average Grade of Previous Semester	Average Grade During Test
1	82	84
2	83	85
3	89	87
4	95	93
5	89	90
6	82	86
7	83	89
8	85	89
9	87	89
10	87	91
11	87	91
12	89	95
13	87	90
14	86	89
15	94	89
16	82	83
17	78	75
18	95	95
19	86	86
20	87	84
Average of averages		86.6
		87.9

work. With the exception of a junior student, who was repeating the work, and who made the lowest final grade in the class, they all agreed that they had enjoyed the class more than other classes in which they had done the normal amount of work. A comparison was made between the group of four who did the entire year's work in one semester, with the remainder of the class who did the year's work in 24 weeks. It was found that the four students who worked most rapidly had also done the best work. The final grades given these four students averaged 97.5 per cent, while the average of the entire class was but 90.3 per cent.

Every investigation appeared to justify the following conclusions:

1. The pupils of the experimental class appeared to have done better work than could be expected.

2. The work done in other classes while these pupils were in the experimental class was improved rather than hindered.

3. The pupils had greatly enjoyed the work.

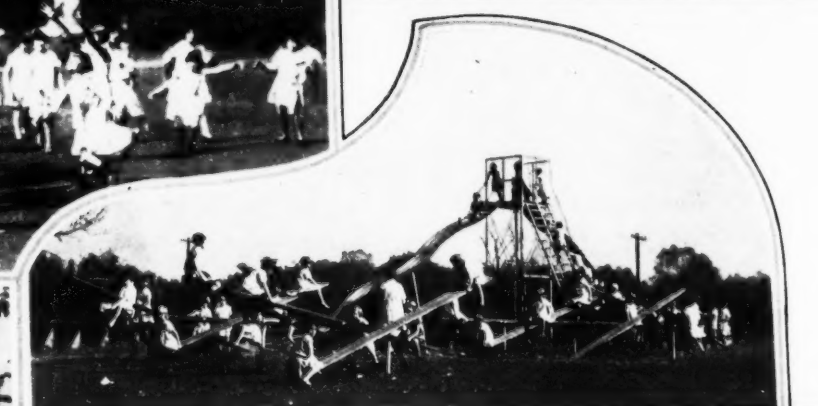
4. No additional work had been added to the teacher's usual load. (The teacher agreed that the discipline was not a problem in any sense and that no extra time had been spent in preparation for this class.)

5. The pupils saved the school time of one semester in mathematics and improved their study habits.

The teaching time of one semester's work in plane geometry was saved with the result that the instructional cost of the school system was reduced. No investigation was made to determine the influence of this experience upon the pupils relative to their standing among their schoolmates, nor its possible effects upon their extracurricular activities. Neither was there any inquiry into home activities which might be affected by the extra work. To the teachers, however, school activities do not appear to have been affected by the experiment. The plan may have its dangers. It may represent difficulties in rules for crediting, and it may be unsuccessful where classes are small, but it has been successful in Grand Forks.



DIRECTED PLAY
HAS TRANSFORMED
THE VILLA GROVE
SCHOOL PROBLEM



HAPPY PLAY IN ACTIVE GAMES IS THE KEYNOTE OF THE RECESS PERIODS IN VILLA GROVE

A Simple Play Program

L. V. Spriggs, Villa Grove, Illinois

In 1926, the people of Villa Grove, Ill., were still reaping the results of a railroad shopmen's strike. Naturally, all the bitterness between the former union men who had lost their jobs, and the nonunion men who filled the places, was carried into the schools.

The children fought out their troubles on the playground and on the road to and from school. Parents of one faction were certain that the parents of the other faction were at fault, and that their children should not degrade themselves by associating with the children of the opposite faction.

Free play with one or two teachers in charge was tried as an antidote. Offenders were in the office every day, taking the time of the superintendent who was the only supervisor of sixteen classroom teachers, many of whom, owing to the low salary, were beginners. The superintendent was developing into a first-class police officer or detective.

Then, a new (as far as could be determined) plan of organized play was adopted to overcome the difficulty. It may best be named "directed play."

The school ground was first divided into plots. The little people in the kindergarten and first grade were assigned one plot. The first-grade or kindergarten teacher directed all play on this plot, until the children had learned how to play. The remainder of the school ground was divided into five additional plots. The girls were assigned to two plots with two teachers

directing. The boys were assigned to three plots with three teachers directing.

During the recess periods, one teacher on each floor remained in the hall or in her room, and children who were unable to be outdoors because of illness or sometimes because of misconduct, were sent to this teacher's room during the recess.

The plots were numbered from 1 to 6. Plot 6 was always given over to the kindergarten and primary group under the direction of one or two primary teachers. A teacher was assigned to one week's duty upon each of the plots. Teacher on plot 1 went to plot 2 the second week, and so on until she ended at plot 5. She then remained indoors for one week on hall duty, taking her place outdoors on plot 1 when her turn came. Each plot had its own type of play. One was a baseball diamond, another had slides and merry-go-rounds, another had games that did not require much activity. Any type of play might be found on one plot or another. Each teacher started all games on her own plot and permitted no one on her plot who refused to enter the game which was being played by her group.

Children were *required* to take an active part in some game instituted by one of the teachers, or go indoors to the classroom of the hall-duty teacher. Children were not permitted to loiter or collect in groups. Close supervision of the children in the toilet rooms was made to prevent any talk, obscene writing, or loafing. The janitor, or superintendent, remained in or near the

toilet of the boys as they were marched down the hall to the toilet by their classroom teacher. Each of the women teachers was assigned to one week's duty in the girls' basement during the dismissal of classes.

To prevent disorders on the streets after school the first three grades were dismissed fifteen minutes before the next three grades. The seventh and eighth grades were dismissed at the same time as the first three grades, but they came to class thirty minutes earlier than either the primary or intermediate grades. Dismissal at separate intervals destroyed much of the possibilities of an audience at the fights on the road.

Educators who read this plan of directed play may feel that it adds much to their already heavy load, but years of experience have proved that the teachers of Villa Grove have lightened their load in the classroom by a general improvement in the morale of their pupils, and by building a better spirit which the children exhibit on the playground, in the schoolroom, and at home.

The superintendent who feels that directed play is too much work for the returns received may well try out this plan for a month or two. Before he does so, let him quietly listen to how the bully of the playground directs the play, plans the fights for the evening, and instructs the less enlightened in the ways of the world as he has learned them from the town loafers and in the poolrooms. Much of the evil such chaps cause may be overcome when the teachers direct the play. Such work is far more effective than telling about that "terrible pupil" whom the teachers would like to promote out of school.

Perhaps it should be added that the play program just described is still in use and is more effective than ever.

Safeguarding School Board Deposits—II

H. H. Linn, Assistant Superintendent of Schools, Muskegon, Michigan

In the February issue of the JOURNAL the writer called attention to the vast number of bank failures that have occurred in this country during the past decade. Other banks are failing day after day, and it is important that school officials consider the safety of the school deposits that must of necessity be kept in some banking institutions. So far as the officials are concerned, they cannot hope to prevent a bank from failing. Provisions can be made, however, to prevent the loss of school funds in the event that a bank does fail. It is the purpose of this article to point out what these provisions may be.

Legal provisions have been made in most of the states for the purpose of protecting the public funds against loss in the event of bank failure, but in some cases these provisions are not adequate. During recent years certain bank failures have revealed conditions in connection with attempts to safeguard the public deposits that have been disgraceful, to say the least. The following statement from one of our leading financial periodicals emphasizes this point:

The report of the North Carolina Tax Commission, just submitted to Governor O. Max Gardner, comments on the security for deposits of public funds at a time when widespread attention has been attracted to the matter by the closing of a number of banks in which amazingly large deposits of state, county and municipal funds were made with little or no regard for proper security. In fact, the report refers specifically to instances in North Carolina where county and city officials borrowed money on the public credit for the purpose of supporting banks in distress. In Tennessee a disgraceful record of inadequately secured deposits of public money has just been brought to light through the Caldwell failure and the closing of banks affiliated with that investment house. In North Carolina, says the Tax Commission, the law governing security for public deposits starts out boldly to protect and then "winds up with a discretion in local authorities that undermines it." The Tennessee laws, it has been stated, have recently been circumvented by quietly slipping through additional legislation which permitted money to be deposited in a manner which provided virtually no protection.¹

The writer has occasion to know that in a number of other states the legal provisions for securing public deposits have proved to be totally inadequate to protect these funds against loss.

The four principal means by which the public deposits are protected against loss in the event of bank failure are:

1. The banks are required to furnish security for the public deposits.
2. The public officials who have the custody of these funds are liable on their official bonds for losses due to bank failure.
3. Some form of "guaranty fund" is set up to protect the deposits.
4. The public deposits are preferred and are given a first lien on the assets of the insolvent bank.

Banks May Furnish Security for Public Deposits

The most common means of protecting public deposits against loss through bank failures is to require the depositories to furnish security to protect these deposits. This security may be in the form of collateral, or it may consist of a bond. The latter may be a personal bond signed by private individuals, or it may be a depository bond written by a surety company.

The practice of requiring banks to furnish security for public deposits is quite common. The Federal Government requires security for

The first section of this important paper, which appeared in the JOURNAL for February, defined the problem of safeguarding deposits of school-district funds in the banks. Specific legal safety measures and local preventives are here discussed. — The Editor.

all of its deposits. Thirty-nine of the states,² and practically all city governments require security.³ In 26 states there are statutory provisions requiring security for local school deposits. These states are listed in Table I. The key to this table indicates the types of security that are permissible.

TABLE I
States Having Statutory Provisions Requiring Depositories to Furnish Security for Deposits of Local School Funds, Showing Types of Security Permitted and Relationship Between Amount of Security and Amount of Deposit.

States	Key 1	Key 2	Key 3	Key 4	Key 5	Key 6	Key 7
Alabama							
Arizona	x	x	100	x	100	x	100
Arkansas	x	x	100	x	100	x	100
California	x			x	110	x	100
Colorado	x	x	100	x	100	x	100
Connecticut							
Delaware							
Florida	x			x	a	x	a
Georgia							
Idaho	x	x	125	x	110	x	100
Illinois							
Indiana	x	x	60	x	50	x	50
Iowa							
Kansas*	x	x	200	x	100		
Kentucky							
Louisiana	x			x	b	x	b
Maine							
Maryland							
Massachusetts							
Michigan	x	x	100	x	100		
Minnesota	x	x	200	x	100	x	110
Mississippi	x			x	110	x	110
Missouri	x	x	a	x	a	x	a
Montana	x			x	a	x	a
Nebraska							
Nevada							
New Hampshire							
New Jersey							
New Mexico	x			x	100	x	100
New York							
North Carolina	x			x	b		
North Dakota	x	x	100	x	100		
Ohio	x	x	100	x	100	x	100
Oklahoma*	x			x	100	x	100
Oregon*	x			x	100	x	100
Pennsylvania	x	x	a	x			
Rhode Island							
South Carolina							
South Dakota							
Tennessee							
Texas	x	x	200c	x	200c	x	100c
Utah	x	x	100	x	100	x	100
Vermont							
Virginia							
Washington	x			x	100	x	100
West Virginia	x	x	100	x	100	x	100
Wisconsin							
Wyoming	x	x	200	x	100	x	100
Total	26	16		26		21	

Key for Table I

- a) Statute is indefinite in regard to amount of security.
- b) Amount of security must be equal to average deposits of preceding year.
- c) Percentages apply to estimated amount of annual receipts.

Code for Key Numbers. Table I

Key 1. Statutes provide that depositories carrying monies raised for local school purposes must furnish security for these deposits. (In some cases these deposits are school deposits but in other cases they include other public funds and the school funds, as such, have lost their identity.)

*Applies to some classes of school districts only.

²Faust, Martin L., *The Custody of State Funds*, National Institute of Public Administration, New York, p. 65.

³Buck, A. E., *Municipal Finance*, Macmillan Company, p. 303.

Key 2. Statutes permit personal bonds to be given as security for public deposits.

Key 3. Amount of personal bonds must bear the following percentage relationship to the maximum amount on deposit at any one time, except as noted.

Key 4. Statutes permit corporate depository bonds to be given as security for public deposits.

Key 5. Amount of corporate depository bonds must bear the following percentage relationship to the maximum amount on deposit at one time, except as noted.

Key 6. Statutes permit collateral security to be given as security for public deposits.

Key 7. Amount of collateral security must bear the following percentage relationship to the maximum amount on deposit at any one time, except as noted.

Collateral as Security for School Deposits

Collateral is used very frequently as security for public deposits. In most cases this collateral consists of some form of government obligation, usually federal, state, county, or municipal bonds, or other evidences of indebtedness such as notes or warrants. Idaho extends the list to include "bonds of any association, corporation, company, government, or municipality approved by the Board of Governors of the New York Stock Exchange and listed on such exchange." Minnesota includes all bonds (except bonds secured by real estate), certificates, and warrants that are legal for savings banks. In the main, however, the federal, state, and municipal bonds make up most of the collateral used as security for the public deposits. It is imperative that the security be restricted to high-grade collateral only, if the deposits are to be properly protected.

If collateral is to be used as security, the amount should be not less than the amount of deposits. And, as the amount of deposits fluctuates, the amount of security should be great enough to take care of the maximum amount on deposit at any one time. The market value of the collateral may fluctuate also. For this reason it is wise to have a sufficient amount of collateral to afford a margin for fluctuation. Both Minnesota and Mississippi require that the amount of deposit must not exceed 90 per cent of the market value of the collateral. This appears to be a wise provision but the majority of the states do not require it.

In general, where collateral is accepted as security for public deposits, the amount to be furnished is designated by the authorities who select the depositories. They also approve the type of collateral offered by the banks as security. These authorities should be permitted to exercise some discretion in regard to this matter but they should also be guided in their judgment by some statutory limitations, otherwise they may accept the wrong kind of security or may not demand a sufficient amount. For example, in one state the law specifies that the amount of security shall be *sufficient* for the protection of the deposits, but permits the public officials to determine what amount is sufficient. If the board decides that \$10,000 security is sufficient to protect \$100,000 in deposits, that is all the protection afforded. The writer has occasion to know that in this particular state a bank with \$150,000 in school deposits was required to put up only \$5,000 collateral as security. The bank failed with almost a total loss to all depositors, resulting in a loss of approximately \$145,000 of school funds. In order to prevent such a condition, the statutes should require that the market value of the collateral amount to not less than the amount on deposit.

⁴*School Laws of the State of Idaho*, Idaho Bulletin of Education, Vol. XIII, May, 1927, p. 145.

¹"Protection for Public Deposits," *The Bond Buyer*, January 17, 1931, p. 5.

Where collateral is used as security for the public deposits, provisions must be made for the custody and safe-keeping of the securities furnished by the depositories. In some cases these securities are deposited with a state official; in others, with local officials. Another plan provides that the securities shall be placed in trust in another reliable bank or trust company and a trust receipt issued to the public officials. The latter plan is preferable as there is less danger that the securities may be lost or stolen.

When collateral is used as security, provisions must be made for clipping interest coupons and for returning maturing securities to the banks. The market for certain classes of bonds may change so that the bank will want to exchange collateral on deposit for some other type. The bank may also wish to have the amount of collateral decreased if the amount of deposits has been reduced. It can be seen that the use of collateral as security may involve some inconvenience and a considerable amount of book-keeping. A careful record of all these transactions must be kept and checked against the deposits so that the public funds will be assured full protection in the event of bank failure at all times.

Bonds as Security for School Deposits

According to Table I, in 16 of the 26 states that require security for the local school deposits, the banks are permitted to offer personal bonds as security. These personal bonds, as distinguished from the corporate surety bonds, are signed by private individuals who agree to serve as bondsmen and make good any losses that may occur up to the amount of the bonds they sign. These personal bonds are always signed gratuitously, the signers doing so as a special favor, being confident that they will never need to make good any loss.

These personal bonds may be classified as very dubious security for bank deposits. This is especially true if the personal bondsmen are officers or depositors, for in the event of failure their funds may be tied up in the insolvent banks. Even if the personal bondsmen are not connected with the bank in any capacity, the personal bonds may be considered undesirable security for a number of reasons:

1. The personal sureties may be worth less than the amount of the bond they have signed.
2. Personal sureties are favored by law and may be released from liability after a loss has been incurred. There are any number of cases on record where the courts have relieved personal sureties. Special legislative acts have also been passed in a number of states releasing personal sureties from liability.

According to the *American Law Reports*,⁵ . . . a majority of the courts hold that an act of the legislature designed to relieve a public officer or his surety from liability for the loss of public funds occurring without the fault of the officer is constitutional; and this whether the act merely releases the officer or his surety from liability or whether it requires the reimbursement of the amounts already paid in by them on account of such losses.

3. The beneficiary is not always adequately protected for the personal surety may die or become insolvent.

4. When the personal surety is called upon to make good on his bond, he very frequently fights the case. He never expected to be called upon to make up any loss; if he had he would never have signed the bond. Hence he fights the case, delays the payment, and often transfers his property to someone else so that nothing can be collected from him. In many cases where the personal surety has been compelled to stand by his bond, he has been financially wrecked and ruined.

⁵38 A. L. R., p. 1513.



L. W. FEIK
Superintendent of Schools,
Sioux City, Iowa

Mr. L. W. Feik, who succeeds the late M. G. Clark, was graduated from North Central College, at Naperville, Illinois, and holds degrees from that institution and from the University of Wisconsin. He entered upon his educational career as a teacher of mathematics. Later he was a principal in an Illinois high school for one year. In 1913, he went to Sioux City as an instructor in the high school. Upon his return from the Army, he accepted a principalship. He organized the West Junior High School and served as its principal for seven years. In 1926, he was made principal of the East High School, where he had remained until his present appointment. Mr. Feik is a life member of the N. E. A., and an active member of the Department of Superintendence.

There is nothing to be said in favor of personal bonds as security for public deposits and they should not be accepted as security. It is significant that only 16 states permit the use of personal bonds as security for local school deposits while all 26 states that require security permit the use of depository bonds signed by corporate surety companies (see Table I).

A number of states that permit the use of personal bonds recognize their weakness and have attempted to safeguard their use to some extent. For example, the Idaho statute provides that ". . . no person shall be accepted as surety on any bond to be given by such bank . . . for a greater amount than the assessed value of his real and personal property situated in the county, other than bank and corporation stock, money, notes, and bonds, as shown by the last preceding annual assessment thereof, and deducting therefrom any and all liens and encumbrances thereon." In Arkansas a personal bond given by a depository must be signed by not less than five solvent qualified sureties, who shall own in this state real estate unencumbered and of value as great as the amount of the bond." In Indiana, "not less than seven freeholders of the state" must execute the personal bond.

A number of states permitting the use of personal bonds require such bonds to be for a greater amount than if depository bonds issued by surety companies are used. In Table I (Key 3) it is shown that Kansas, Minnesota, and Wyoming require that personal bonds be written for double the amount of the deposits. In Indiana, the personal bonds must be not less than 60 per cent of the deposits while corporate depository bonds and collateral need amount to only 50 per cent of the deposits. Wyoming, furthermore, limits the use of personal bonds as security for deposits that do not exceed \$5,000. These states frankly recognize the undesirability of personal bonds. They would do well to

⁶School Laws of the State of Idaho, Idaho Bulletin of Education, Vol. XIII, May, 1927, p. 146.

⁷Acts of Arkansas, 1927, p. 583.

⁸Department of Banking, p. 108.

go one step further and eliminate their use entirely.

Table I lists the states that permit the use of depository bonds written by surety companies as security for local school deposits. These bonds, when written by reliable surety companies, are a very desirable form of security. These surety companies investigate the banks before writing their bonds. If the banks do not appear a safe risk for them they will not write their bonds. Theoretically, at least, no surety company will write any kind of bond where there appears to be strong probability of their being called upon to make good for any losses. Therefore, a bank that can furnish a depository bond written by a reliable bonding company may be considered a relatively safe depository for the public funds. If the bank should fail, the surety company will stand ready to make good the loss, up to the amount of the bond.

Corporate depository bonds are more convenient than collateral as there are no coupons to clip, and no securities to be placed in safe-keeping or exchanged from time to time.

The chief objection to the use of depository bonds is the cost. Whether or not the bond rates are too high, the writer does not presume to know. The bond is essentially an insurance policy. The premiums paid must be sufficient to pay for all losses, provide for the overhead expenses of conducting the surety companies' business and allowing a fair margin of profit. The surety companies have been hard hit during the past decade and their losses have been heavy. In spite of the fact that their risks are supposed to be selective, they have paid out millions of dollars in losses due to bank failures since 1920. They claim that present rates are justified in view of the losses sustained.

The rates for depository bonds vary for different sections of the country. The companies evidently believe that banking conditions are more hazardous in some sections of the country than in others. The rates are also fixed by the banks' capital, the smaller banks being required to pay a higher rate than the banks with a larger amount of capital. The companies readily admit that the smaller banks are more hazardous risks, hence the higher rates for them.

An important point in regard to premium rates that must be emphasized is that the rate is subject to the following adjustment:

On depository bonds running a year or more, premium is adjusted on average daily balances for twelve or more months according to the annual rate on penalty of bond; subject to *annual premium* of at least *one-half* the annual premium on penalty of bond. On short term bonds, pro rata adjustment is made *only* for short time; *not* for

(Continued on Page 130)

PROTESTING SCHOOL EXPLOITATION

"This is the banner year for high-powered salesmen who invade the precincts of the school, have little to sell and at that for a high price," said Superintendent Charles E. Cone, of Ephrata, Washington, recently.

"The more worthless the product, the more power applied and the higher the price. Encyclopedias twenty years old are again on the market with the itinerant salesman traveling in high-powered cars. History sets that were ancient when Dewey was scrapping the Spanish fleet at Manila, are offered for sale. Also a soap salesman who carries around a pocketful of 'twist-to-write' pencils and hands out 'vanity cases' is trying to sell soap at \$2 per gallon that can be made for 30 cents per gallon. The worst of it is, he succeeds too often.

"Then the outfits that want to use the school to sponsor vaudeville, theatricals, magic shows, silver-tongued orators, and split-your-sides comedians are swarming. Not a week passes without a chance to send the remaining pennies of the school patrons out of town.

Introducing Supervised Study

L. R. Kilzer, Ph. D., University of Wyoming

Many teachers and school administrators who are convinced of the value of supervised study hesitate to introduce it because they do not know just what steps should be taken. Many others undertake it in a more or less blundering way. A superintendent of schools in a small city, for example, announced without previous warning in teachers' meeting at 4 p.m. one Friday: "Next Monday morning we shall change to the supervised-study plan." His teachers had been given no part in setting up the plan which he hoped to inaugurate; some of them had a very inadequate conception of the new procedure, and some were openly opposed to it. Satisfactory results could not be expected under such conditions.

A few suggestions, based very largely upon actual experience, are herein given for the successful introduction of supervised study. These suggestions are listed in the order in which they may be applied:

1. *The superintendent and the principal should make a careful preliminary study.* They should review important previous investigations of the technique and results of supervised study. They should agree upon a definition which is to serve as their guide. The following definition is proposed: "Supervised study is the procedure whereby *each* pupil is given encouragement and wise guidance in *all* of his learning activities so that he may become self-reliant and effective in his intellectual pursuits."¹

The local situation should be carefully surveyed. It is usually unwise to copy the plan used in another school without making certain adaptations. The attitude of the board of education and of the patrons should be ascertained and kept in mind. An inventory should be made to find out what training and experience in supervised study the various teachers have had. In this way it is possible to find out which teachers can render greatest assistance in introducing the new procedure. A careful study should be made of the equipment needed. Since supervised study usually calls for a lengthened period, the comfort of the pupils demands greater consideration than when the pupils remain in the room for a shorter time. Desks, seats, and chairs must be carefully selected and conveniently arranged. Tables should usually be provided because the classroom in supervised study should be a laboratory.

Helping Teachers Find Themselves

2. *The teachers should be oriented.* If teachers understand just what supervised study is, if they see the need for it, if they are convinced of its value, their whole-hearted coöperation is usually insured. Teachers' meetings may well be devoted to a study of supervised study. First of all, a definition should be agreed upon. This should be a composite definition—one which attempts to incorporate the best thinking on the subject as expressed by leading writers on the subject. Such a definition is proposed in the foregoing. It should be developed by the teachers under the guidance of the superintendent or the principal after a careful review of the best literature on the subject.

Another aid in orienting teachers is to show them their historical functions. Long ago the chief function of the teacher was that of disciplinarian. Then came a period in which the teacher was chiefly concerned with psychologizing instruction. The question uppermost in the teacher's mind was: How can I teach this subject matter best? Today the function of the teacher is to be a guide and a counselor in the

formation of effective habits. Supervised study helps the modern teacher to perform this function.

The cosmopolitan nature of the modern high school should be shown. In 1890, only 1 child out of 10 who were of high-school age attended high school or other similar institution; in 1918, about 1 out of 3 did so; and in 1926, over half of the boys and girls in the United States between the ages of 14 and 18 years were in high school. Almost every social, economic, and mental status is now represented in the high school. The future promises to produce an even more heterogeneous high-school population because of the clear-cut tendencies to extend the age of compulsory regular school attendance. Idaho, Nevada, Ohio, Oklahoma, and Utah now set the maximum age for compulsory regular school attendance at 18, and Delaware, Maine, Maryland, North Dakota and South Dakota set it at 17.² Supervised study is one of the most effective means of providing for wide ranges in individual differences in school.

Study Habits and Laws

Another way in which the administration may orient the teachers is to have each teacher check on the study habits of a few pupils. This can perhaps be done best by use of the sustained application sheets suggested by Morrison.³ The problem of making an individual profile of a pupil at work, and the utilization of the profile, provide the subject for an interesting teachers' meeting.

Teachers will be interested, also, in making a check to ascertain which pupils actually come to the teacher's desk for necessary assistance when no attention is given to supervised study. Very often the pupils who are in greatest need of help to prevent discouragement, waste of time, and learning perversions are the ones who do not come for assistance. In supervised study the teacher checks on the progress of each pupil who is working at his seat.

Some time should be devoted to a study of the laws of learning, and to the problems of adolescence. The teacher in the lower grades as well as the senior-high-school teacher will usually have adolescents in his class. The more intimate contacts between teacher and pupils in supervised study affords a better opportunity for the teacher to check on the pupil's learning difficulties, and upon the needs of the adolescent.

Then, too, it is a good plan to encourage the teachers to visit another school where supervised study is in successful operation. The visit should involve directed observation; that is, the teachers should be directed to watch for, and report on, certain things.

The foregoing are some of the ways in which the administration may orient the staff. After orientation along these lines, satisfactory results may be expected when supervised study is actually introduced.

Coöperation a Factor

3. *The administration and the teachers should coöperate in setting up the local plan for supervised study.* Since the ultimate success of supervised study depends upon the intelligent and enthusiastic coöperation of the classroom teachers, they should be given an important part in introducing it. The whole matter should be looked upon as a coöperative enterprise, and not as something imposed upon the teachers by the administration.

²Keeseecker, Ward W., *Laws Relating to Compulsory Education*, U. S. Bureau of Education, Bulletin No. 20, 1928, p. 5.

³Morrison, Henry C., *The Practice of Teaching in the Secondary School*, University of Chicago Press (1926), Chap. IX.

4. *Secure the approval and coöperation of the board of education, the parents, the P.T.A., etc.* After the staff is ready for the introduction of supervised study, but before it is actually introduced, publicity should be given the proposed plan. The local newspaper and the school paper, or mimeographed letters to parents, should carry clear discussions of the meaning of supervised study, its need, and its value. At least one meeting of the parent-teacher association may well be devoted to a discussion of the supervised-study plan set up for the local school. At this meeting much stress should be put upon the fact that it is the function of the modern teacher to supervise the study of his pupils rather than merely to hear them recite what parents have taught them. The inadequacy of home study should be shown. Under the supervised-study plan even high-school pupils rarely need to study over one hour at home each night for the work of all subjects combined.

5. *Provide the necessary equipment for supervised study.* Comfortable desks, seats, chairs, and handy tables should be provided in the classroom. Adequate reference material should be readily accessible if the classroom is in reality to become a laboratory for supervised study. The equipment must be so arranged that pupils and teacher may move about freely without interrupting those who are working. The arrangement whereby the pupils are seated in rows, one behind the other rather than at each other's side, is perhaps the best arrangement for the careful supervision of the pupils who are working.

The Class Periods

6. *Organize the daily schedule on approximately the 60-minute-period basis.* While it is possible to have supervised study without the lengthened period, the best results are obtained when the period is approximately 60 minutes long. Six 60-minute periods afford sufficient flexibility for almost any program of studies. In this connection it is well to raise the question of division of the class period for review and recitation, for assignment, and for recitation. Modern methods in teaching insist that the entire class period should at times be devoted to exploration, to presentation, to assimilation, to organization or to recitation. It is obviously untenable to hold that a bell should be rung in the middle of the period, and that this bell is the signal to begin silent study. The bell may serve, of course, as a mere indication to the teacher that half of the class time has elapsed, but the pupils should not be given to understand that study must always begin then. One good rule that should be observed, however, is: *On the average, at least half of the class time should be devoted to study under the careful supervision of the classroom teacher.* This may mean no study at all on some days, and again it may mean that the entire class periods on one or more successive days may be used for study or assimilation. It is no doubt a good plan for the superintendent, the principal, and the supervisor to check carefully at first to make sure that each teacher is adhering pretty closely to this general rule. Teachers who care to give supervised study a fair trial, will observe this rule gladly.

Helping Pupil to Help Himself

7. *Use the homeroom period occasionally for supervised study.* Most high schools provide the homeroom organization. There are, of course, many important activities that constitute the program, but supervised study under the homeroom teacher should not be crowded

¹Kilzer, L. R., "What is Supervised Study?" *THE AMERICAN SCHOOL BOARD JOURNAL*, October, 1930, p. 57.

out entirely. The homeroom teacher, or "school parent," as he is aptly called, should be given the opportunity of personally directing the study of his group during the homeroom period. This teacher should understand his pupils better than does any other teacher, and should therefore be able to render invaluable service in supervised study. Each school subject has its specific supervised-study technique, but there are also many principles of generalized technique that apply to all subjects alike, and these should be the special concern of the homeroom. Rules on how to study may be handed to the pupils, but merely handing out such rules does not prove effective. Pupils must be supervised carefully in the application of the rules.

8. *Try supervised study in one department first, and use directed observation.* The experimental, scientific attitude should be in evidence when supervised study is undertaken. In order to make the results apparent, it is well to experiment first with one of the most objective school subjects, mathematics. When possible, there should be two sections of the same class. These should be equated carefully, and then one section should have supervised study while the other section, the control section, should proceed as formerly. The superintendent and the principal should cooperate very closely with the supervisor of mathematics or with the mathematics teachers in setting up the procedure. Then should follow a period of intense work in getting ready for the observation by other departments.

In the meantime, the administration should give to the other teachers directions for directed observation of the work in the mathematics department. As soon as the mathematics department is ready for visitors, the other teachers observe the work done, and take extensive notes. They should then confer with the mathematics teachers, and finally there should be a teachers' meeting in which all teachers take part in discussing the observations made.

Using the Good Results

9. *Begin supervised study in each of the other departments.* The principal, the supervisor, and the superintendent should keep in close touch with each teacher who begins supervised study. Observations and conferences must be frequent.

10. *Distribute mimeographed sheets bearing suggestions.* The administration should review current studies of supervised study, and should send out, from time to time, mimeographed sheets reviewing some of these studies, or bearing annotated bibliographies. The best literature, in either magazine or book form should be



EVERY CHILD IN WEEHAWKEN, NEW JERSEY, HAS AN OPPORTUNITY OF DOING REFERENCE WORK IN THE SCHOOL LIBRARIES

made available at all times for the use of the staff.

11. *Consider supervised study at teachers' meetings.* The experiences of the teachers who are trying supervised study will make live teachers' meetings. Discussion should be free and frank. Each teacher should be encouraged to offer constructive criticism.

12. *Revise the supervised-study technique from time to time on the basis of local results and experience.* After an adequate period of trial and experimentation, each teacher will usually have suggestions to make in regard to the best technique for supervised study in the local school. These suggestions should be welcomed and in fact solicited, and should be given careful consideration. Many of these suggestions should be incorporated, and the procedure locally should then be revised accordingly.

13. *Keep a file in which all information pertaining to the local procedure is made available.* When new teachers are employed, they should review the material on file concerning the local undertaking, and should then hold a few conferences with the supervisor, the principal or the superintendent. This file will prove of value also in case other schools or teachers become interested in the local program for supervised study.

Sincerity	9
Taught more than the course of study..	8
Miscellaneous	55
Total	832

"Skill in teaching" easily came first in the memories of the students of their ideal teacher. "Scholarship," "discipline," and "sociability" came close together, but were a poor second. The quality listed as "sociability" means friendliness and comradeship with the students. The item listed "individual attention" was mentioned over fifty times. Evidently many students remembered the interest that the teacher was able to take in them personally. "Understanding children" (which was listed fifty times) included such qualities as sympathy, considerateness, and patience.

A few samples of the students' responses are given below:

1. a) A spirit of good-fellowship; "A boy with the boys."
- b) We were not spoon-fed. He gave us the forest and we picked out the trees.
2. a) A real sport both in school and out.
- b) He knew his work and how to present it.
3. a) He presented all his material in such a way that he induced pupils to do their own thinking on the subject.
- b) He treated all students alike, and considered the opinion of each as of as much importance as his own.
4. a) She knew her work and went about it in a very businesslike and systematic way.
- b) Had a sense of humor, but wouldn't let it carry her off the track.
5. a) He was always very considerate of pupils and seemed to be one of ourselves.
- b) He was always alert.

6. a) In school he was the ruling power to be respected and obeyed without question, but outside he was one of ourselves.

b) He was always willing to aid the backward; was patient in his explanations.

7. a) Had an intense interest in me and everyone else.

b) Was fair-minded.

8. a) He saw the possibilities in every pupil, and directed his efforts accordingly.

b) His attitude to the class was the same to all; he had no favorites.

9. a) He made his work so clear and interesting that everyone was fond of his work.

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The Ideal Teacher

J. S. Mills, Instructor in School Administration, Provincial Normal School, Saskatoon, Canada

Each student in the Saskatoon Normal School was recently asked the following question, and given a few minutes in which to answer:

"Think of the best teacher you ever had, and write down on a slip of paper two of the qualities that made him (or her) your choice. Make your answer brief, and do not sign your name."

Over 400 teachers-in-training answered the question. Every student in the group had had at least three years' high school, many had four years, and a few had had one or more sessions at the Provincial University.

It will be noted that each student was requested to name only two qualities. It was thought that this would prevent scattering of

results, and would most easily discover those qualities that mattered most. A tabulation of the 832 responses follows:

Skill in teaching.....	187
Sociability	85
Scholarship	81
Discipline	80
Individual attention to pupils.....	54
Understanding children	50
Fairness and impartiality.....	38
Interest in games.....	38
Energy	31
Good humor.....	29
Cheerfulness	25
Kindness	16
Enthusiasm	15
Helping pupils after school	12
Even temper.....	11
Interest in the community.....	9

Vocational Histories of City-School Superintendents

H. C. Hand, Assistant in Secondary Education, Teachers College, Columbia University

Like most individuals, the city-school superintendent is usually very much concerned about his vocational progress. He is interested in discovering whether or not he is one of the younger men on his present city-size level, whether his salary is above or below the median for his classification, and how he compares with others of his group as to length of service, type of experience, amount of graduate training, and the like. As he attempts to qualify himself for the larger and more desirable superintendencies, the administrator is in need of information about the amounts of graduate work and the types of experience which are typically required of the men elected to positions larger than his.

Vocational Information in Guidance

Since the city-school superintendency is one of the professions which the high-school student may be viewing as a possible life career, it is important that accurate information relative to this work be made available to him. A knowledge of the amount of training required for entrance into this field, the rate of advancement, the types of preliminary positions, and the like, is necessary if the student is to have a sound basis for intelligent consideration. To the prospective administrator who has already begun his preparation in college or university, information relative to the types of positions which he will probably use as stepping-stones to the work of his choice is of large value. Unless he is successful in the work of these preliminary positions, he may never become a city-school administrator. It is, therefore, highly important that he discover what series of positions constitute the usual avenues of advancement and prepare himself accordingly.

Little information of this type has been made available. While numerous studies touching upon various aspects of the city-school superintendency have been conducted, none were made with the guidance purpose in mind, and, consequently, do not answer the questions raised in the foregoing. An example of previous studies is the one by Douglass² relative to the training, experience, tenure, financial compensation, professional activities, and economic status of city-school superintendents of the United States. The report of this investigation pictures the situation at the time the data were collected, but yields little evidence on the past experiences of the superintendents in terms of job shifts, size of communities served, salary promotions on various levels, methods of learning of vacancies, and avenues of advancement through which the men in the more desirable superintendencies have progressed to their present positions—all items of considerable interest and significance to the administrator who looks forward to larger responsibilities. Individual superintendents, it is true, have noted the vocational progress of other administrators of their acquaintance or of those of whom they may have had second- or third-hand information and from these few more or less random observations have attempted to answer some of the questions about which they are curious. It seems highly probable, however, that information gathered by this method may be both unreliable and misleading.

That this need for more reliable and more complete occupational information is by no means confined to the particular vocation treat-

ed of in this article will be discovered by anyone who reads even superficially the literature of guidance. The conviction that accurate information about occupations is essential in any program of guidance and training has been emphasized by all of the writers in the field of guidance and is increasingly being recognized by administrators in secondary schools and, to a certain extent, in institutions of higher learning. It is obvious that "when direct efforts are made to provide an individual with adequate assistance in choosing an occupation . . . the task includes, first of all, acquainting him with information concerning occupations from which his choice may be made."³ Kefauver reflects the best thinking in guidance when he writes⁴ that "informing the student about vocational . . . opportunities constitutes one of the most important features of the program of guidance. . . . The information gained about . . . occupations in charge contacts is superficial and incomplete." Jones⁵ emphasizes the need for vocational information by stressing the necessity for gathering the data of occupations to provide what he terms the *materials* for guidance. The lack of adequate, accurate data relative to the occupations is one of the most serious handicaps of vocational counselors and other individuals responsible for the administration of guidance in secondary schools and in higher institutions of learning. Much of this scarcity of reliable information has resulted from a lack of studies and from the employment of faulty techniques.

Summary of Vocational Histories as a Method of Occupational Investigation

A technique which holds promise of yielding accurate and reliable occupational information has been suggested by Kitson.⁶ This method involves the analysis of vocational histories. By this technique the investigator is able to collect the histories of a large number of the members of an occupational group. The study of a large number of vocational histories makes it possible to obtain a truthful and uncolored picture of the workers and of the avenues or routes through which advancement has been made.

This article contains a report of an application of the massed-vocational-histories technique to a study of the city-school superintendency. The investigation, conducted in the fall of 1929, is based upon a questionnaire study of the vocational histories of the city-school administrators in seven states of the middle west. The states included were Illinois, Iowa, Minnesota, Montana, North Dakota, South Dakota, and Wisconsin. The superintendents of all communities about 2,500 population were canvassed. In towns below 2,500 only one administrator in every five was approached.

Vocational histories were submitted by 583 city-school superintendents. The communities canvassed were divided into five groups representing population ranges from less than 2,500 up to 100,000.

The return from administrators in all communities about 2,500 was fairly high, as the data reported in Table I will indicate. From the superintendents included in the canvass of

TABLE I. Size and Number of Communities from Which Data Were Secured

Group No.	Population Range	No. of Communities	Per Cent of Communities Represented by Returned Questionnaires
I	Below 2,500	369	20.0
II	2,500- 5,000	91	41.2
III	5,000- 10,000	63	53.8
IV	10,000- 25,000	45	65.2
V	25,000-100,000	15	42.8

Group I only a 20-per-cent return was received. It is probably safe to assume that, for the most part, only the more successful or more professionally-minded superintendents of this group submitted their histories. This is possibly also true of the administrators in the other groups, but because of the larger representation, probably to a lesser degree. To the extent that the return has been conditioned by these factors the information yielded by the questionnaires gives a more favorable picture of the occupation than might be true for the entire group.

Among the questions to which the inquiry forms employed in this investigation yield answers are the following: In what capacity was the profession entered and in what capacity was the climb to administrative responsibilities begun? What have been the routes of advancement? At what rate has promotion been won? What relation has existed between certain factors and the rate and degree of achievement? How much graduate work has been obtained? What salaries are paid? Do the superintendents with more advanced training typically receive the larger salaries? What has been the nature and the extent of the shift from position to position? What reasons are cited for the shift from position to position? Through what avenues has knowledge of vacancies come? What has been the size of the communities in which the members of this occupational group have been required to work? What are the typical ages at which city-school superintendents assume the responsibilities of educational leadership in communities of various sizes?

Type-Avenues of Advancement

In analyzing the vocational histories of the nearly 600 city-school superintendents it was discovered that a large variety of job-experiences led to the present positions on each of the city-size levels. There was evidenced, however, a tendency for these various series of job-experiences to group themselves into a number of closely identical types in each of which the workers had advanced by similar steps to their present positions.

A given type-avenue of advancement can be shown by means of a vocational ladder. The steps of such a ladder, from bottom to top, represent the different types of positions through which the superintendents whose progress the device pictures have passed in their climb to present responsibilities. In examining the ladders sketched below the reader is not to assume, however, that pauses have been made at each of the steps by all of the individuals. A few of the administrators have skipped certain of the positions included in the series. A very small proportion have entered the field of work at some advanced level. Of the workers who skipped certain steps or who entered in some advanced position, only those are included who otherwise followed the exact order in which the other individuals progressed. These qualifications apply, likewise, to the various type-avenues which are described later. Because there are but 15 communities of population 25,000-100,000 repre-

¹The writer is indebted to Dr. Grayson N. Kefauver, Teachers College, Columbia University, and to Dr. Fred Engelhardt, College of Education, University of Minnesota, for assistance in projecting and carrying forward the investigation reported in this article.

²Douglass, B. C., "Professional and Economic Status of the City Superintendents of Schools in the United States," Thesis, Columbia University, New York, 1923.

³Myers, G. E., *The Problem of Vocational Guidance*, New York, The Macmillan Company, 1927, p. 62.

⁴Kefauver, G. N., *The Function of Guidance at the Junior College Level*, in *The Junior College Curriculum*, edited by W. S. Gray, Chicago, University of Chicago Press, 1929, pp. 107 and 110.

⁵Jones, A. J., *Principles of Guidance*, New York, McGraw-Hill Book Company, 1930, p. 241.

⁶Kitson, H. D., "Scientific Compilation of Vocational Histories as a Method to be Used in Vocational Guidance," *Teachers College Record*, 28: 1, September, 1928, pp. 50-57.

sented in this investigation, no attempt is made to report the various avenues by which the superintendents of this city-size classification have progressed to their present positions.

Avenues of Advancement for Superintendents in Cities of 10,000-25,000

The city-school administrators now serving in cities of population 10,000-25,000 came to their present positions through one of three chief avenues of advancement. Eighty per cent of these men followed one or the other of the two progression-patterns pictured below:

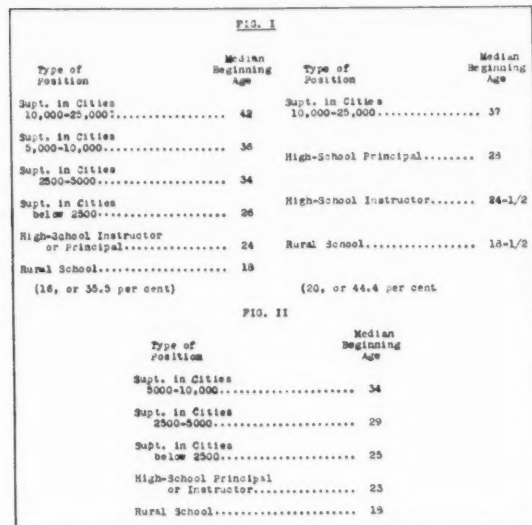


Figure 1. Vocational Ladders of 16, or 35.5 Per Cent, and of 20, or 44.4 Per Cent, of the Superintendents Now in Communities of 10,000-25,000 Population.

Figure 2. Vocational Ladder of 37, or 58.7 Per Cent of the Superintendents Now in Communities of 5,000-10,000 Population.

A smaller group (11.0 per cent) began as superintendents in communities below 2,500 and progressed in the same type of work through city-sizes II and III to arrive at their present positions at a median age of 36.

It is significant that such a large proportion (44.4 per cent) of the men came to their present responsibilities directly from high-school principalships with no previous experience as superintendents.

Avenues of Advancement for Superintendents in Cities of 5,000-10,000

Four distinct type-avenues of advancement picture the progress of nearly 98 per cent of the city-school administrators of city-size III. The progression-pattern of the largest group (58.7 per cent) is shown by the ladder sketched below:

A second group (17.0 per cent) had their initial experiences as high-school instructors, progressed to the high-school principalship, and then became superintendents on the present level. A slightly smaller proportion (14.0 per cent) entered public-school work as superintendents in communities below 2,500, won promotion in the same type of work as Group II, and from thence came to their present positions. Almost a tenth (9.0 per cent) began work in the rural schools, advanced from that type of service to elementary-school principalships and later assumed their present responsibilities.

Avenues of Advancement for Superintendents in Cities of 2,500-5,000

Over 95.0 per cent of the superintendents now in communities of 2,500-5,000 population followed one or the other of 8 distinct avenues in advancing to their present positions. The largest group (18.0 per cent) came directly from high-school principalships to which promotion had been won from the high-school instructorship. A second avenue (16.0 per cent) leading to work on this level consisted of consecutive experiences as high-school instructors and as superintendents in communities below 2,500 population. A total of 13.0 per cent progressed from high-

TABLE III. Percentages of Superintendents in Each Group Having Certain Academic Ranks

Academic Rank	Group					Totals
	I Below 2,500 (369)	II 2,500- 5,000 (91)	III 5,000- 10,000 (63)	IV 10,000- 25,000 (45)	V 25,000- 100,000 (15)	
Below Bachelor's degree	16.0	4.4	6.4	2.2	—	11.4
Bachelor's degree	66.4	51.6	44.4	35.6	33.3	58.2
Master's degree	17.1	41.8	49.2	55.6	66.7	29.0
Doctor's degree	—	—	—	4.4	—	0.6
Not Reporting	0.5	2.2	—	2.2	—	0.8
Totals	100.0	100.0	100.0	100.0	100.0	100.0

school instructorships to high-school principalships, to superintendencies in city-size I, and from these to present positions. A fourth group (12.0 per cent) came to their immediately previous experiences as superintendents in Group I from work in the rural schools. As many as 11.0 per cent advanced to present responsibilities from their initial experiences as superintendents in city-size I. A slightly smaller proportion (10.0 per cent) went directly from school or college into high-school principalships, from thence to superintendencies in communities below 2,500, and from this second type of experience into their present work. A group of similar size came directly from first experience in high-school instructorships. An approximate twentieth (5.5 per cent) began as superintendents in towns below 2,500 population, shifted to the high-school principalship and were later promoted to their present positions.

Advancement Avenues for Superintendents in Communities Below 2,500

Of the type-avenues revealed by an analysis of the combined experiences of the city-school administrators now in service in communities below 2,500 population, only 4 included a tenth or more of the men. The largest group (20.0 per cent) entered public-school education as high-school instructors and advanced from this type of work directly into their present positions. Nearly 13.0 per cent came into the superintendency from the high-school principalships in which initial experiences were gained. An approximate tenth served first in high-school instructorships, then in high-school principalships from which they were promoted to their present work. A slightly smaller proportion (8.0 per cent) came to present responsibilities directly from experience in rural schools.

Ages of Superintendents Investigated

City-school administrators, in training, who are interested in attempting to discover at what ages they are likely to achieve various degrees of success in the work of their choice will be interested in a consideration of the typical present ages of the men now filling administrative positions in each of the groups into which the communities in this investigation are divided. This

TABLE II. Present Ages of the City-School Superintendents Included in This Investigation

Group	Population Range of Community	Youngest	First Quartile	Median	Third Quartile	Oldest
I (369)	Below 2,500	21	29	33	38	69
II (91)	2,500- 5,000	29	36	41	46	72
III (63)	5,000- 10,000	32	37	41½	47	69
IV (45)	10,000- 25,000	27	41	46	54	73
V (15)	25,000-100,000	39	46	51	52	72

NOTE: Numbers appearing in parentheses in this and subsequent tables indicate number of superintendents in each group.

knowledge will also be of help to the superintendent who seeks to discover his relative standing as to age in his particular city-size classification.

There is a difference of 52 years between the ages of the youngest (21 years) and the oldest (73 years) superintendents included in the investigation. The most advanced ages vary by but 8 years among the 6 city-size classifications, while at the other extreme of the distribution there is a difference of 18 years, the youngest ages reported varying from 21 for Group I to 39 for Group V. That there is a considerable degree of overlapping of the more typical present ages of the administrators on the various city-size levels is evidenced by the fact that the ranges of the middle 50 per cent make many contacts.

This suggests that numbers of younger men of probable outstanding ability have progressed at a relatively rapid rate, while other numbers of older men have advanced more slowly or have failed to progress beyond their initial city-size levels. The median present ages advance with some regularity from 33 for Group I to 51 for Group VI, revealing a difference of 18 years.

Present Academic Ranks of the Superintendents

Significance attaches to the implications for training that can be gained from a knowledge of the present academic status of the city-school superintendents included in this study. This information (Table III) should also afford some clue as to the extent to which the men in the various lower city-size classifications are preparing themselves for larger responsibilities.

Nearly a sixth of the 359 superintendents in communities below 2,500 population do not have the bachelor's degree. None of the administrators in the largest classification and only negligible proportions of those in Groups II, III, and IV are without this first degree. Of the total number of superintendents included in the investigation only three have the doctor of philosophy degree. From the smallest to the largest city-size classifications the percentages of men reporting the master's as the highest degree held increase from 17.1 to 66.7. Except for the sharp gain of 24.7 per cent of Group II over Group I, this increase is somewhat regular. From these data it can be seen that the larger the community the more necessary is the master's degree in the credentials of the candidate for the city-school superintendency.

Present Salaries of Superintendents

Probably no other single consideration or item is of quite so much interest to the young man in training for city-school administration as the financial rewards to be won in the work of his choice. There are, likewise, but few superintendents to whom the matter of salary is of little concern. A knowledge of the typical present salaries of the administrators included in this study will perhaps give some indication of what financial return the city-school superintendency may reasonably be expected to yield.

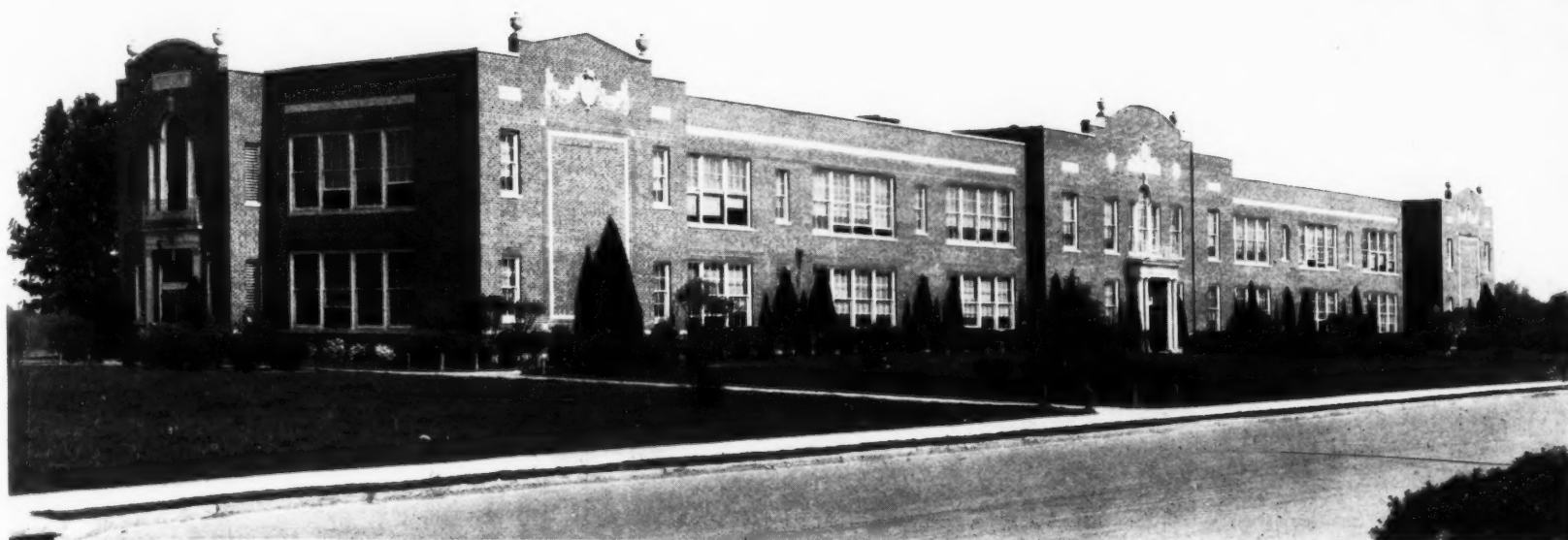
Although the median present salaries increase somewhat regularly from \$2,100 for communities below 2,500 to \$5,500 for cities of over

TABLE IV. Lowest, Median, and Highest Present Salaries Reported by Superintendents

Group	Population Range	Lowest	Median	Highest
I (369)	Below 2,500	\$ 900	\$2,100	\$ 4,750
II (91)	2,500- 5,000	2,250	3,500	5,000
III (63)	5,000- 10,000	2,200	4,000	10,000
IV (45)	10,000- 25,000	2,700	4,900	8,100
V (15)	25,000-100,000	4,500	5,500	8,500

25,000, the extremes of salary as evidenced by Table IV represent several very interesting variations. The highest paid individual in Group I (\$4,750) has a salary greater than the median

(Concluded on Page 132)



CHARLES B. AYCOCK SCHOOL, GREENSBORO, NORTH CAROLINA
Messrs. Starrett & Van Vleck, Architects, New York City

Building Program of the Greensboro City Schools

Guy B. Phillips, Superintendent of Schools

For the past three years, the school board of the Greater Greensboro School District, Greensboro, N. C., has devoted much of its time to relieving the crowded schools in the city and to the promotion of a building program which, with additions to the present structures, will take care of the school population when the city expands to twice its present size.

The Greensboro school system enrolled 10,375 children during the school year 1929-30. The enrollment of the city schools has doubled since 1925 due to the enlarged district and a growing city. The Greater Greensboro School District embraces considerably more territory than that in the city boundaries, having been created by a special act of the 1927 legislature. Several small outlying county units have been included, and the children are now being transported to the larger units in busses.

In 1927, a bond issue of \$2,300,000 was carried by a fairly good majority. The success of this bond election has made possible the erection of 6 new school plants and the remodeling of old buildings to bring them up to date.

The locations for all the new buildings were determined after an extensive survey which took cognizance of the present school population and the most probable directions of the city's expansion. It is believed that the major units and administrative units of the present ring of schools are so arranged and located that they will be quite adequate, with a few additions, to handle Greensboro's school children efficiently when the city doubles in population.

The plants which have already been erected following the 1927 election with their approximate acreage are as follows: senior high school, 128 acres; Dudley negro high school, 80 acres; Gillespie Park junior high school, 65 acres; Lindley elementary school, 30 acres; Clara J. Peck elementary school, 30 acres; Thomas A. Hunter elementary, 30 acres. The total area of city school properties is 565 acres. With one exception, all schools have a sufficiently large area to make possible playground and park space as well as future building programs.

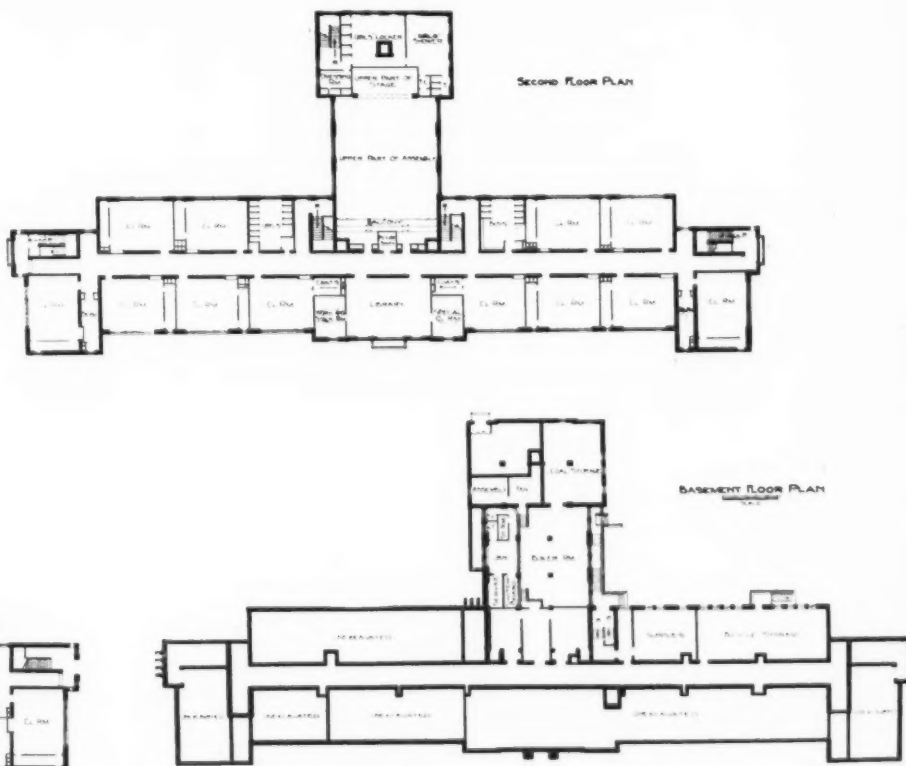
The landscape work for the new plants was done by a highly successful Southern landscape concern in advance of the construction of the buildings. A landscape man is now in the employ of the school board and is carrying out the plans as outlined,

with a view to providing the most attractive surroundings possible for all school units.

The Aycock school, which has been in operation several years, has a very beautiful planting and is typical of the type of school units desired in Greensboro.

With the culmination of the building program, three junior high schools were opened, Gillespie Park, Lindley, and Central. The school organization in Greensboro is developed on the 6-2-3 plan, rather than the 6-3-3 plan which is found generally. There is a rather definite feeling now that Greensboro may adopt the 6-3-3 within a few years.

The elementary schools erected from the recent bond issue are wonderfully located for future expansion. The Lindley school is situated at the edge



FLOOR PLANS OF THE CHARLES B. AYCOCK SCHOOL, GREENSBORO, NORTH CAROLINA
Messrs. Starrett & Van Vleck, Architects, New York City

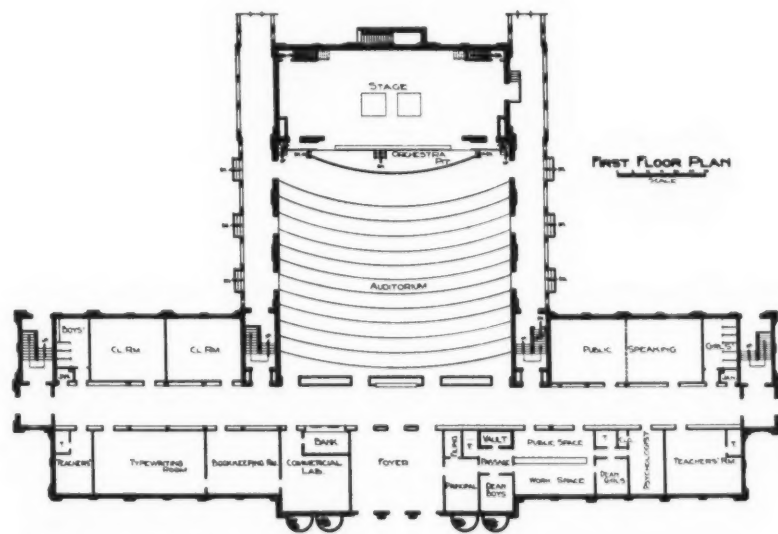
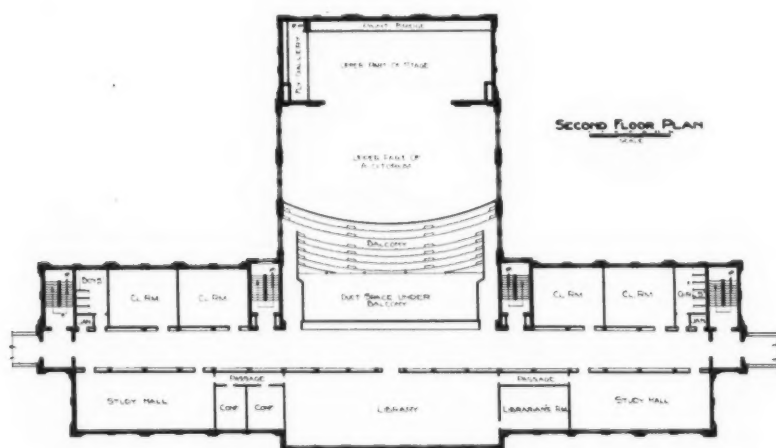
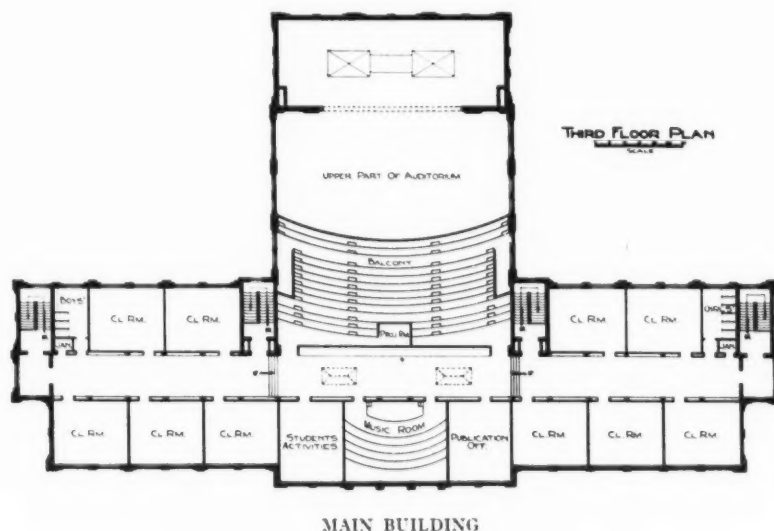


SENIOR HIGH SCHOOL, GREENSBORO, NORTH CAROLINA
Planned and Erected Under Supervision of the Associated Architects of Greensboro, North Carolina
Messrs. Strayer & Engelhardt, Educational Consultants

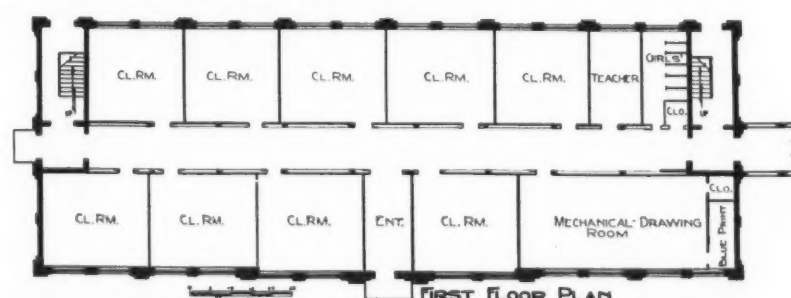
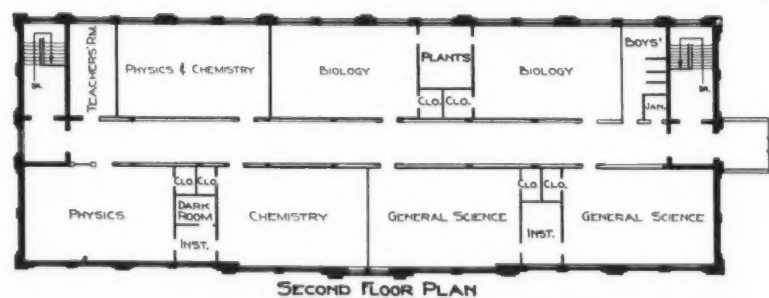
of a rapidly growing high-class residential section and will care for a rapidly expanding population. Additions are planned to be made to the present 16-room structure. The Hunter school is a 10-room building located in a beautiful oak grove and serves a mill community which is about one-half mile away. The Clara J. Peck 10-room building reaches another section of the city and lends itself readily to future expansion.

The detailed plans for the new senior high school call for a group of five buildings. The administration building, science and cafeteria buildings are now occupied. There are in the plant: a library housing more than 5,000 volumes; an auditorium with a seating capacity of 1,600; a cafeteria that will care for the entire student body; laboratories for the sciences, art, typing, bookkeeping, music, besides the regular classrooms.

The Dudley negro high school is a 3-story brick structure of modern construction and detail in every particular. It contains 22 classroom units and a large auditorium which will seat 800 persons. The auditorium is equipped with a standard stage. Included in the building is a standard library and quarters for the manual-arts and home-economic departments.



FLOOR PLANS OF THE MAIN BUILDING, SENIOR HIGH SCHOOL, GREENSBORO, NORTH CAROLINA



FLOOR PLANS OF SCIENCE BUILDING, SENIOR HIGH SCHOOL, GREENSBORO, NORTH CAROLINA



GILLESPIE PARK SCHOOL, GREENSBORO, NORTH CAROLINA

THE CHARLES B. AYCOCK SCHOOL

The Charles B. Aycock elementary school of Greensboro, N. C., is located on a 17-acre site in one of the residential sections of the city. The building is 334½ feet long. A combined auditorium-gymnasium extends to the rear of the building from the center entrance. In connection with the stage and back of the stage, dressing-room facilities and shower facilities are provided. The only space beneath the ground level is the basement which contains the boiler room and rooms auxiliary to the boiler and furnace rooms. In one end of the building on the same level, but because of the contour of the ground, two other rooms are provided so as to be practically on ground level. These are large attractive rooms which can be used for activity or shop rooms.

The main entrance to the building is on the front of the main street entering directly into an open foyer making ready access to the auditorium-gymnasium. The first floor contains, in addition to the regular classrooms, the principal's office, the secretary's workroom, and a supply room with a vault.

In addition to the classrooms, there are two large rooms which were planned originally for home-making and manual training. Since the 7A grades have been moved out of this plant, however, these rooms are being used for experimental first-grade space. Standard-sized classrooms are 29 feet 1 inch by 23 feet 1 inch. Classroom floors are all maple; the corridor floors are terrazzo.

The second floor is given over to classroom units entirely, with the exception of the library which is equivalent to approximately two and one-half classroom units. This library is beautifully finished in mahogany trim and is well equipped for an elementary library. It has approximately 6,500 volumes in actual service.

Sufficient bookrooms, storage closets, and service units have been provided throughout the building.

The building is constructed of red brick and is arranged to make expansion easy. A separate cafe-

teria unit about 150 feet from the present building has already been erected.

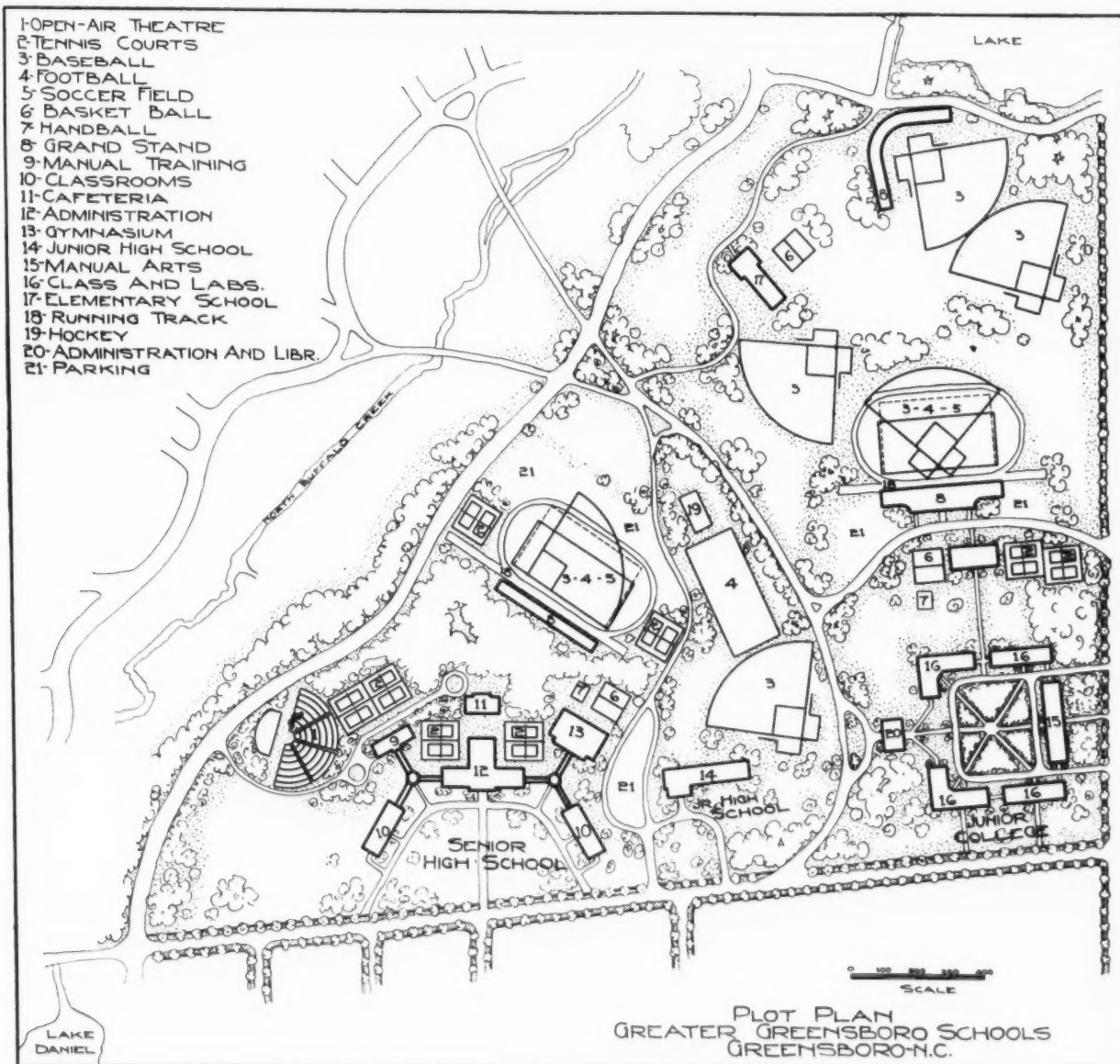
The heating and plumbing systems have proved very satisfactory.

This is one of the most attractive schools in the city and has been considered one of the most outstanding buildings in this section of the state. It was built several years ago when building costs were considerably in excess of what they are at the

present time and as a result the per unit cost would not be of any particular service at this time.

THE SENIOR-HIGH-SCHOOL PLANT

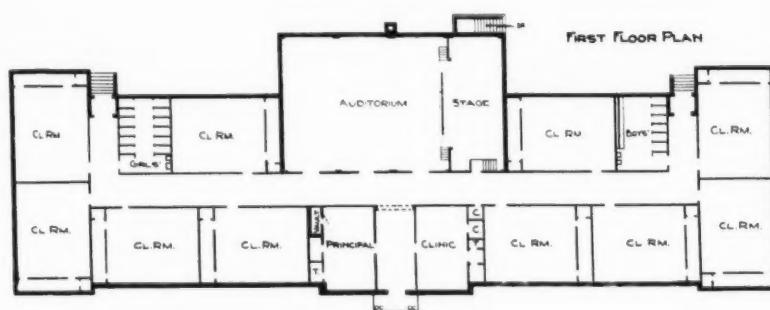
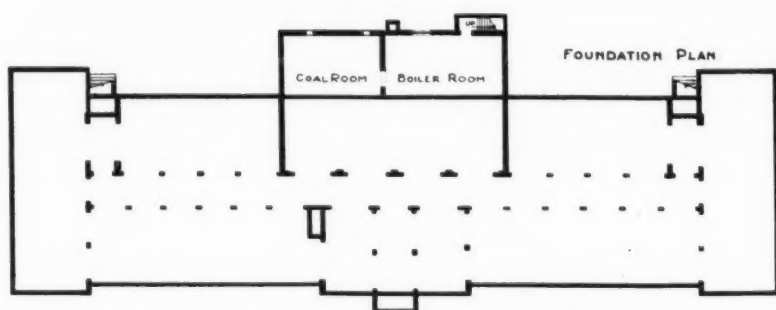
The Greensboro senior-high-school group of buildings, as originally outlined, calls for a main administrative building with a heating plant and cafeteria to the rear. Extending from each end of the main structure the plans call for four build-



PLOT PLAN OF ULTIMATE PLOT PLAN FOR PUBLIC PARK, PLAYGROUNDS, AND SCHOOL-BUILDING SITE FOR GREENSBORO SCHOOLS
E. S. Draper, Landscape Architect, Greensboro



THOMAS HUNTER SCHOOL, GREENSBORO, NORTH CAROLINA
Associated Architects of Greensboro, North Carolina



FLOOR PLANS OF THE THOMAS HUNTER AND CLARA J. PECK SCHOOLS, GREENSBORO, NORTH CAROLINA



CLARA J. PECK SCHOOL, GREENSBORO, NORTH CAROLINA

ings, two at each end. These units are located approximately 225 feet from the main structure. Extending to the front at an angle making a crescent shape is the completed science unit. Extending in the same direction at the other end of the building is the home-economics unit. Extending to the rear is to be the proposed manual-arts building and a gymnasium, balancing the two front buildings. Of the total of 6 units, 3 have been completed to date.

The main building, on the first floor, contains the administrative office for the principal and his staff. It also includes the commercial department, including typewriting, bookkeeping, and shorthand rooms. It also contains men teachers' and women teachers' rooms. One interesting feature on the first floor is a double classroom unit thrown together, with a platform at one end. This can be used for large gatherings or, with the folding partitions thrown in, can be used as small classrooms.

The auditorium is entered from the front foyer of the building. This auditorium seats 1,685 persons, with a balcony which is entered from the second floor. This room has been beautifully finished and has been well equipped for purposes not only in the school, but for general community usage.

The picture booth contains a standard motion-picture machine. In addition to the doors into the main corridor there are three large doors on each side, opening out on to the walkways which eventually will be a covered colonnade. As originally planned, all passageways from one unit of this plant to another will be covered with attractive colonnades. The roof for the first-floor passageway will become the walkway from the second floors of the buildings to other parts of the plant.

On the second floor of the main building regular classroom units are provided, with the exception of the front which is given over to a standard

library unit with the librarian's work and instruction rooms located at the end. Running off from each end of the library, there are study halls seating approximately 100 students each. Under the balcony of the auditorium has been placed a book-room, entered from the second-floor corridor.

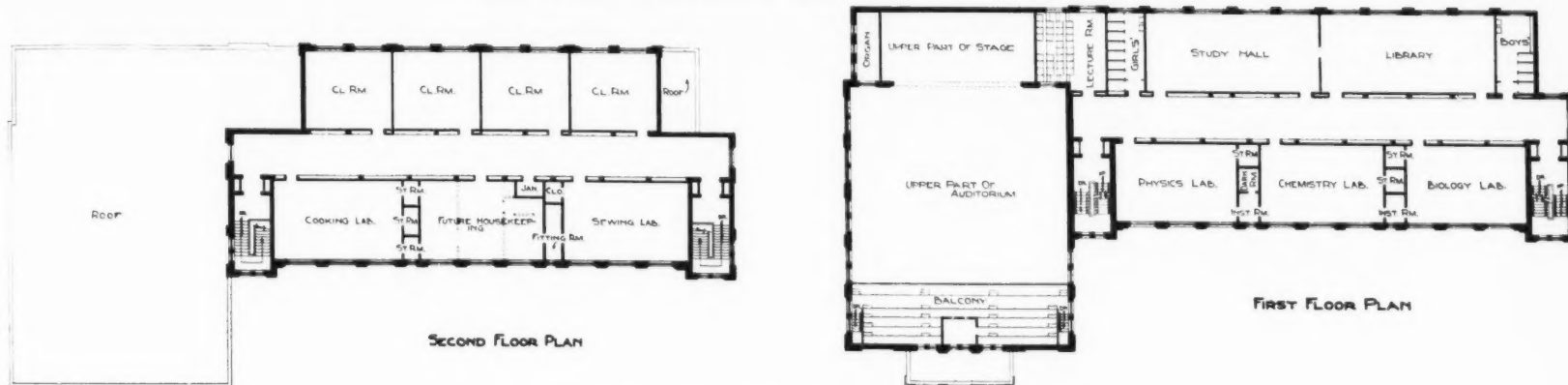
On the third floor, standard classrooms are provided, and in addition to these a music classroom. An activity room, smaller than the regular classroom unit, also is provided on this floor.

One feature of this building is that classrooms have been varied in size in order to meet the needs of different classes and departments. The standard classrooms are equipped for 35 students.

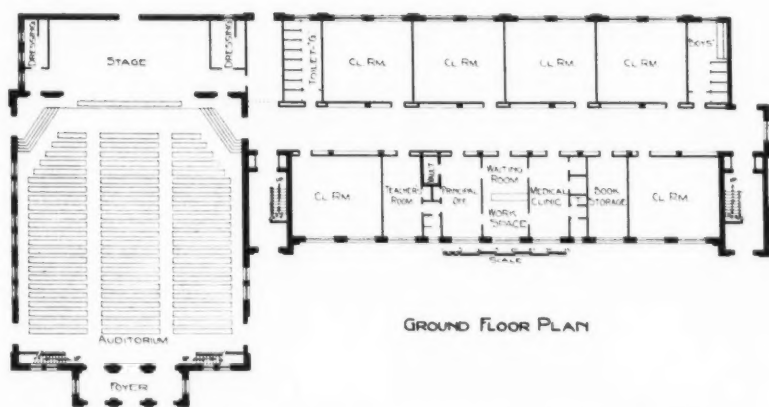
In the corridors of all the buildings individual students' lockers have been recessed and are so finished as to harmonize with the finish of the corridors. The floors of the entire plant are finished with mastic composition. Separate toilet facilities are provided on all floors.



DUDLEY NEGRO HIGH SCHOOL, GREENSBORO, NORTH CAROLINA



DUDLEY NEGRO HIGH SCHOOL, GREENSBORO, NORTH CAROLINA



DUDLEY NEGRO HIGH SCHOOL, GREENSBORO, NORTH CAROLINA

Science Unit

The science building has been erected with the definite purpose of centralizing all activities in this field. Certain classroom space is provided on the first floor of this building. On the second floor laboratories for physics, chemistry, biology, general science, and for the present home economics have been provided. This building is exactly the same type of construction as the main building.

In the rear of the main building is provided the heating plant over which the cafeteria has been placed. This cafeteria has a seating capacity of approximately 500. It is well lighted, well ventilated, and is well equipped with the latest cafeteria material. The kitchen and serving counter can be cut off from the main dining room by folding doors. This makes the cafeteria unit available for a variety of purposes. Standard classrooms, and a music room have been provided on top of the cafeteria. This building serves the school through its cafeteria very effectively.

Three additional units are to be placed on this plant as soon as possible. These are manual train-

ing, which is now being conducted in the auxiliary rooms under the main offices in the main building; the gymnasium, the work of which is now being carried on in a small field house erected on the athletic field; and the home-economics building.

This high-school plant is located on a 129-acre campus. A fine athletic field and community playground has been developed to the rear of the building. Much landscape work is still to be accomplished for this plant.

The total cost of present units was \$651,355.

THE DUDLEY HIGH SCHOOL FOR NEGROES

The Negro high school for the city of Greensboro is located on a 69-acre campus which is also a community playground. This building is of the same general type of construction erected from the recent bond fund.

On the ground floor are provided regular classroom space, the principal's office and auxiliary rooms, the teachers' workroom, and the first floor of the auditorium. This auditorium seats approxi-

mately 800 and is well equipped. The auditorium has standard motion-picture equipment.

The second floor of the building is used entirely for classroom space and the school library which houses 3,000 volumes. The third floor is used for classroom space, science laboratories, and regular classroom units.

The capacity of this building is approximately 750. Students' lockers, which have been recessed in all of the corridors, are provided for the convenience of the students. The heating and plumbing equipment has been effectively planned.

To the rear of this main structure has been erected the cafeteria unit which houses the manual training and shopwork. This is an auxiliary unit to the main building.

This is one of the outstanding structures for negro schools in this section of the South.

THE THOMAS HUNTER SCHOOL, GREENSBORO

The Thomas Hunter elementary school of Greensboro, N. C., is located on a 35-acre tract of land. On the highest point of this land in an attractive grove. The playground serves general community play purposes.

This building is a 10-room unit of the bungalow type. It contains a principal's office, a health clinic, an auditorium, and 10 classrooms. Entrance is from the center front to the main corridor which also opens up immediately into the auditorium.

The floors in this structure are of the mastic. Each classroom unit has a cloakroom cut off by a straight partition with two doors entering from each side of the cloakroom. Blackboard and bulletin-board space has been provided on an elementary scale. A small library unit is being developed in one of the classrooms.

The exterior of this building is of plain red brick. It is typical of two other units already erected in the city.



INTERIOR VIEWS OF PEOPLES ACADEMY—COPLEY BUILDING—MORRISVILLE, VERMONT
TOP. Manual Training Department and a Typical Classroom: BOTTOM. Typewriting Department and Domestic Science Department

The Peoples Academy—Copley Building

By A Former Student

According to official records, the famous old Peoples Academy in Morrisville, Vermont, was chartered by the state legislature in 1847, as the result of various meetings held by a few earnest and progressive residents of the town who recognized the need of better educational advantages for their children and those to follow. At that time the now prosperous and attractive village was only a hamlet of about forty scattered dwellings dependent upon the surrounding farm country for its economic existence. While that was long years before the Civil War, and even before there was a single railroad in the state, yet with financial conditions not so promising, those determined residents succeeded in erecting a most creditable building of three rooms. This building was topped with an impressive bell tower, and when the doors were first thrown open, more than 80 pupils, coming from nearly a dozen towns, assembled there to partake of its privileges.

Since 1847 a continuous stream of graduates has gone forth from the Academy to take their places in various capacities far and near. A goodly number has attained high station, not only at home, but in other states, in business, finance, and the professions, to say nothing of politics. While it might not be wise to mention names, lest some of note might be overlooked, it will hardly be amiss to say that some have been called to the governor's chair, the state supreme court, the state legislature, the halls of

Congress, and the state education department, as well as to diplomatic service abroad. Many living in other states have attained recognition in the legal and other professions and likewise have been called to public service in their adopted states.

The second and much larger building of the Peoples Academy opened its doors on the original site in 1875, where the fame of the old institution continued to expand with rapid strides until the third building, known as the Copley building, illustrated in these pages was erected in 1928-30, on a plateau of more than fifteen acres, to the rear of the former site, overlooking the village and affording a wonderful panoramic view of a vast sweep of Vermont mountains and valleys. This site provides ample room for baseball, football, tennis, and other athletic activities, as well as for the village bandstand, school gardens, and other purposes.

And, in the tower of the fine new building still peals forth the same clear-toned bell that so long did duty in the other two buildings.

Before taking up further details, it seems fitting to tell how it all happened that the old Academy received a new structure. And this carries us back into the seventies when a pupil of that period, Alexander H. Copley by name, migrated to Boston to seek employment and perhaps to find his fortune. It was this grateful and public-spirited man who in memory of his childhood days has given to the good old home

town, tucked away among the Green Mountains of northern Vermont, a princely gift in the form of a spacious and inspiring site as well as a modern school building. The site, as well as the building with its equipment and furnishings, is a gift to the community clear and free for the education of the youth of the community.

The building was dedicated in June, 1930, with ceremonies at which every available bit of space was occupied by the local citizens and pupils of the school. Needless to say, Mr. Copley was most warmly greeted when he made the presentation address with characteristic modesty. The gift was gratefully accepted for the school board and the town by the chairman, Mr. C. H. A. Stafford, and for the state by Dr. C. H. Dempsey, state commissioner of education. Both addresses of acceptance voiced the sincere gratitude of the recipients. The dedicatory address, which recollected the interesting history of the old institution from its inception to the present time, was delivered by Chief Justice George M. Powers of the Vermont supreme court, a former pupil and always a resident of Morrisville.

It may not be amiss to add that, among the outstanding principals of this institution present at the dedication was George A. Gates, who came to it directly from Dartmouth College way back in the seventies. Dr. Gates was later president of Grinnell College and of Pomona College, and declined invitations to four lead-



PEOPLES ACADEMY—COPLEY BUILDING—MORRISVILLE, VERMONT

ing American colleges, for the simple reason that high position and high salary did not appeal to him so much as the opportunity to help those less fortunate.

Another principal who was present is William A. Beebe who served with distinction for more than one quarter of the entire life of the institution. He is now in semiretirement and was warmly welcomed by a host of former pupils and friends who arose to their feet with applause when he was announced as one of the dinner speakers.

All of the earlier principals, except the two just named, have passed into the Great Beyond. At the present time the office is held with distinction by Miss Maude Chaffee, herself a graduate of the old Academy. Miss Chaffee holds a warm place in the hearts of the entire community.

It should be added that a number of the former pupils of the Academy who came to the dedication are now residents of California and traveled across the continent for this event.

Departing a little from our good intentions to omit names of graduates of this famous old Academy, perhaps we may be allowed briefly to mention two such, widely known in educational circles of the present generation: one of them, Harlan P. French, also an Amherst graduate, long proprietor of the Albany Teachers' Agency until his death a few years ago, and operating throughout the country; the other, Mason S. Stone, a U.V.M. graduate, for many years state commissioner of education in Vermont and sent to the Philippines during the McKinley administration in the work of organizing a school system there, remaining for four years, later on elected lieutenant governor of his native Vermont, while at present retired though yet a world traveler. And not forgetting some of the more recent graduates who came from a distance to take part in the banquet, C. Francis Blair, a well-known Buffalo attorney, as toastmaster, Dr. Hugh Tyndall, a busy surgeon in Jersey, and Mrs. Leon Brackett came from the Pacific

coast. Scores of other graduates, running far back into the past century have made outstanding records and passed on — but space forbids.

The building measures 145 by 80 ft., and is three stories high. The ground floor, which has full-length windows, contains two shoprooms, a domestic-science room, a lunchroom, lockers, and toilets. The corridor on this floor serves also as a balcony for the gymnasium, the floor level of which is on the same level as the boiler-room floor.

The first floor contains four standard classrooms and a large study room. These classrooms

are known as homerooms, from which the pupils move out to the auditorium, the gymnasium, and the shops and laboratories. On this same floor there is a room for the teachers and an office for the principal. The auditorium, which measures 42 by 75 ft., is also on this floor.

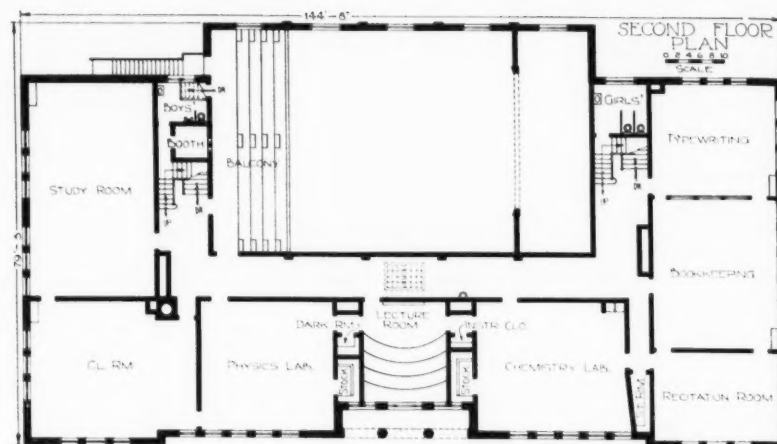
On the second floor there is one large study hall, a standard classroom, a science suite including a physics laboratory, a chemistry laboratory, and a combination lecture room. There are also a business suite including bookkeeping and typewriting rooms and a small recitation room. The balcony of the auditorium and the



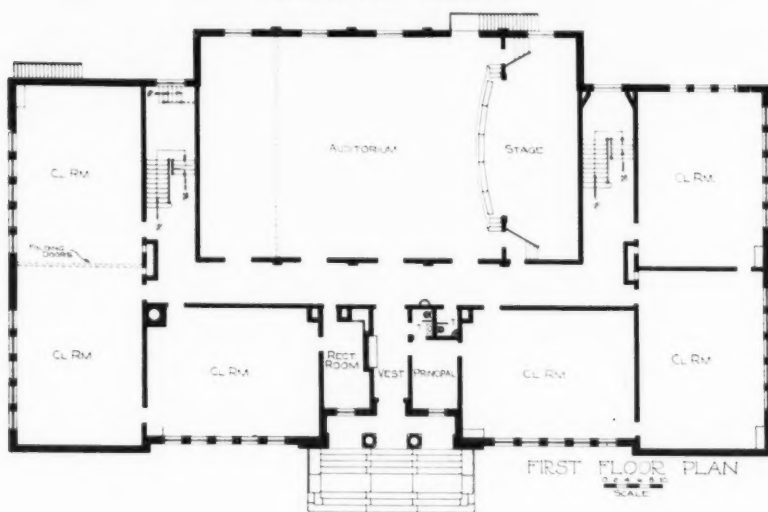
AUDITORIUM STAGE, PEOPLES ACADEMY—COPLEY BUILDING—MORRISVILLE, VERMONT



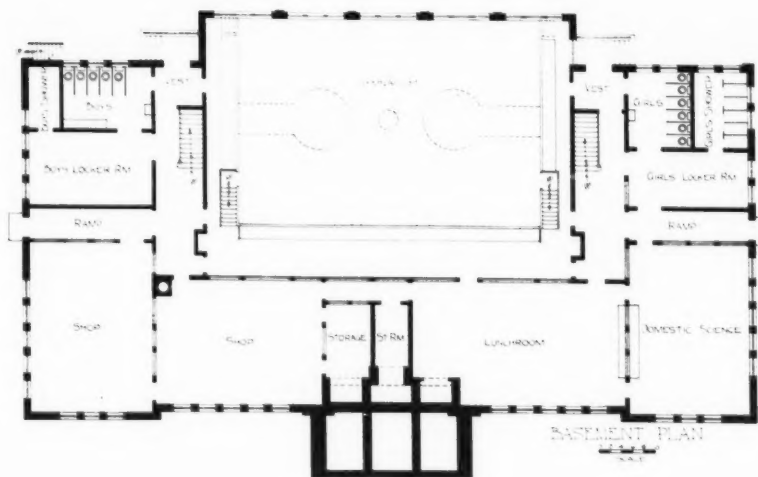
CHEMISTRY LABORATORY, PEOPLES ACADEMY—COPLEY BUILDING—MORRISVILLE, VERMONT



SECOND FLOOR PLAN, PEOPLES ACADEMY—COPLEY BUILDING—MORRISVILLE, VERMONT



FLOOR PLANS OF THE PEOPLES ACADEMY—COPLEY BUILDING—MORRISVILLE, VERMONT
W. H. McLean, Architect, Boston, Massachusetts



picture projection booth are entered from the second-floor corridors.

The exterior walls are constructed of tapestry brick with granite trim. The two pillars flanking the front entrance are of Indiana limestone. The inside bearing walls are of brick and the floors are of frame construction, except the corridors and the stairways which are of fire-proof construction.

It may be of interest to the reader to know that the Copley building and grounds are equipped with electric lights from a plant long owned and operated by the village. The plant

involved an outlay of well over a half million dollars, the funds for which came from the sale of bonds. Without any tax levy, the bonds were retired at regular intervals, with the profits derived from the sale of current to the community and surrounding territory, at only 6 cents per kilowatt hour for lighting, and 1 cent for heat and power. Liberal balances now remain annually, which are used for village improvements. No private corporation is deriving profit from the public in Morrisville.

In conclusion, it is with much pleasure and pride that the writer, a former P. A. pupil, has been permitted to write the foregoing.

there is every likelihood that the rates decided upon will be below cost and, therefore, entail a loss to the serving district. Growth of school population and extended centralization of school facilities intensify the loss when the usual current expense rate basis is applied.

Purpose of Depreciation Allowance

The purpose of the annual depreciation allowance is to include as a cost of education a measurement of the value of the physical and functional decline of school property as it becomes expended in service. The final effect of these accumulated allowances is the provision of a financial fund with which to secure physical replacement, or the equivalent, of the discarded unit, or the return of the original capital investment.

When a building ceases to fit in with the philosophy of, or meet the requirements of, the decade in which it is being used, it becomes ineffective and has to be replaced. School facilities need constant revision and change to continue to meet modern conceptions of educational and structural standards. In these days of rapid progress obsolescence rather than structural defects is the cause of many building abandonments.

Added to this is the increasingly important element of inadequacy which brought about by any of a number of trends may require plant adjustment. Ordinarily physical deterioration of the building, normal wear and tear through use as well as accidents work together to gradually reduce its value and serviceability. Extended use of school facilities for civic as well as educational purposes has raised the speed of depreciation.

The Problem of the Small System

Whereas the larger school systems are compelled to have in effect almost a continuous program of building replacement with a steady outlay of capital investment to be provided, to the small system the building of a new school is the event of a generation or akin thereto. Few

Building Depreciation Plan for Small School System

George Stephen Murray¹, New Haven, Connecticut, Public Schools

Depreciation of school buildings is a fact which cannot be escaped. From the day on which a building is accepted from the contractor there is a declining utility and efficiency which, though retarded by maintenance and repairs, eventually results in the replacement or abandonment of the unit. The cost of the plant, and its depreciation, as a cost element, may be ignored, or as is often the case, submerged in lump-sum bond payments, added to general municipal capital charges, and spread over a period of time having little or no relation to the active life of the unit for which originally expended.

Importance of Depreciation Charges

Educational and town authorities are coming to realize that the true total cost of education is not properly disclosed by the usual current-expense report, especially when it excludes en-

tirely or spasmodically includes such items as capital expenditures, interest, and depreciation. Depreciation of school property is one of those costs which has generally been overlooked but which is accruing annually and should, therefore, be provided for out of revenue during each year. Otherwise the educational bill of one generation is overloaded by the failure of other generations to contribute toward the ultimate replacement of their proportion of the depreciated service value of the plant.

National statistics show school capital outlays increasing as a proportion of total expenditures. Also, the total value and per-capita value of educational housing continues to rise.

Consolidations and interdistrict transportation arrangements are growing steadily and naturally involve the question of cost of supplying service as a basis for setting tuition charges. Unless costs of capital outlays have in some way been included in the cost calculations,

¹Author of *Accounting for Depreciation of School Buildings*.

systems are on a pay-as-you-go plan of building finance, and the necessary capital generally comes from the proceeds of bond issues. But, in the usual instance, the building has proceeded toward ultimate effacement before even the first serial payment is due. In the meantime the tax rate has not been truly reflecting the annual cost of education, since only interest on these bonds has been paid in the interim while depreciation has gone on apace.

Instead of dealing with the proposition of depreciation as a unit for a number of buildings in all stages of effectiveness, the small system is compelled, if it seeks to recognize equitable distribution of depreciation charges, to apply its plan to each individual building.

Plan for Depreciation Allowance

It has been intimated that the actual life of service of a school plant is contingent upon factors other than that of wear and tear. Early in its career there is comparatively little to be expended for repairs to keep the building in a usable condition. As time goes on the amount required for repairs increases annually. During this period of higher current expenditures the utility of the unit is rapidly declining. In other words, the quality of the building is low compared with its condition when new, whereas the repair expense is high. Obviously this is an uneven distribution of cost.

These costs should be spread over the life of the building. To do this the small school system requires a plan which is simple in its execution and which avoids many of the complexities of more elaborate schemes. To secure this simplicity such questions as the estimated service life of the particular unit under consideration, or the basis of valuation to be used, must necessarily be dealt with by the establishment of arbitrary standards.

For the purpose of an easily operated plan the original cost of the building is to be used as a basis for valuation. This eliminates problems which arise when an attempt is made to adjust valuation by the use of reproduction, new, or replacement cost.

Since the actual service life is dependent to some degree upon the repair policy in vogue and may be lengthened by careful, prompt, and thorough repairs, which of course costs more, the plan calls for inclusion of the repair cost as part of the scheme. In this connection repair cost is intended to mean expenditures which bring the plant up to a state of utility and efficiency as near as practically possible to that of the structure when new. If, therefore, repairs are made which also involve improvements or betterments, there must be an accounting apportionment between repair expense and capital outlay for improvements.

The plan proposes that the small school system recognize depreciation as a cost of education by setting aside annually a fund or accounting credit to a "depreciation and repair" account amounting to 7 per cent of the original cost of each unit. Against this account will be charged the expense of repairs, under the interpretation previously noted, as they are required. This presupposes an estimated service life for depreciation calculation of approximately thirty years, with an adequate and substantial repair policy, and an allowance for construction-cost fluctuations. It is not intended to include an imputed interest charge on the original investment. To the extent that the unit and policies concerning its upkeep correlate with the standards set forth the residual of the fund should provide a sum sufficient to replace the plant at abandonment.

In Support of the Plan

In determining the propriety of the percentage of the annual depreciation-repair charge it should be borne in mind:

1. That inadequacy, obsolescence, engineering progress and educational practices are rendering buildings inefficient at an earlier period than formerly.

2. That schools are subject to a different type of treatment than homes and are usually far less satisfactorily and readily adjustable to change.

3. That, while the matter of accidents has been somewhat considered, it is expected that insurance coverage will take care of that aspect.

4. That repair policy is an important variable both as to cost and length of service life.

5. That construction cost fluctuations for purposes of replacement are susceptible only of estimate, and must be considered within a range rather than specifically in advance.

When school systems adopt some such plan of spreading the depreciation and repair charges the cost report will cease to be so affected by fluctuations as to lose value for comparisons, repairs will be made when needed and better plants result. At the same time replacement can be made without regard to the elements which usually deter or postpone such plans. It is a stable policy which ought to be adopted.

The Relationship of the School Board to the State Department

Supt. N. C. Kearney, Hancock, Minn.

School-board members serve as intermediaries between the local taxpayer and the school, between the local schools and the state department of education, and between the local taxpayer and the state department. To serve these different functions efficiently and well calls for more than a knowledge of the particular laws involved. It calls for a philosophy concerning the relationship of the local school board to the state.

The attitudes that are frequently found range all the way from one extreme to the other. There is open and militant antagonism based on past unwisdom. There is unwilling submission based on misunderstanding. There is subservience based on the fear of loss of financial aid or accredited standing. Finally there is cooperation that is willing and intelligent, based on mutual understanding.

The ideal attitude must of necessity be somewhere between the extremes of rebellious antagonism and fearful submission.

There can be no doubt that a state department of education is a vital necessity to the schools of a democracy. Education is the concern of the state. The complexity of modern civilization and the problems of democracy demand an educated and informed citizenry. The welfare of the state is indissolubly bound in the education of its young people. Education is also a matter of the individual child. The child as a person is no longer neglected. His right to educational opportunity must be held sacred by all who are concerned with education. In the natural course of events, the state department of education will have its eyes more firmly on the principle of education, for the welfare of the state and the local school officials will be more concerned with the individual pupils in the school. Fortunately the welfare of the individual and the welfare of the state are so closely bound together that, if certain variables are taken account of, there can be little or no conflict.

How State Encourages Localities

To adequately fulfill its functions in education, the state must be able to set up minimums concerning the training of teachers, the equipment of buildings, the curriculum, the architecture, health safeguards, etc. The state must also distribute aid systematically and in accordance with some definite theory. At one time the common idea was for the state to encourage progress by giving aid as a sort of reward to those districts where most progress was made. The shift in emphasis seems to be to help those who have not been able to make desirable progress because of poverty. This is in accord with the theory that every child is of importance to the state regardless of the wealth of the home district. In these matters the state must assume a vital leadership. Needless to say, the state de-

partment at the same time must assume countless contributory duties that entail a stupendous amount of red tape.

The local school district, besides being a local entity, is a part of the state. As such, its representatives, the members of the board, have certain rights and duties to represent the locality and to act as a part of the state. They must look to the state department for leadership. They must demand leadership, authorize the legislature to hire and pay men who can give it, and cooperate with it. Leadership must be more than a dogged prodding of those who slip to the rear. It must march on before, blazing a fearless trail. State supervision must arrive at its ends by swinging the educational forces of the commonwealth into line and working out constructive reforms. The process will often entail publicity, activity in legislatures, and criticism, but should receive the wholesome support of the people who have education at heart. The problem of equalizing the tax burden and the problem of readjusting the size of local school units cry for solution.

State versus Local Initiative

Locally, the school officers must carefully watch the finances of the district. The school debt, the local program, the assessed valuation, the tax rate, the budget — these are matters of prime importance. Taxes are affected in varying degrees by money received as aid from the state. This aid is distributed in different ways in different states, but the responsibility of the board remains. Where tax rates vary greatly from one locality to another, with a consequent inequality in educational opportunity, state-aid programs tend to equalize the tax burden and the opportunity of the young. Local officials must try to arrange matters so as to receive a maximum of state aid, and must watch jealously any effort from above to prevent the local unit from undertaking a program which would qualify it to receive more state aid. For clearly, the function of the state is to set minimums, acceptable minimums, and leave to local initiative the determination of what maximum may be set as reasonable for that community. Likewise in the matter of accrediting, state minimums must be considered.

A school board must be familiar with the local situation. This is the lost variable of all the items mentioned in this paper. A huge debt, a succession of crop failures, a large parochial school, or any number of other factors may complicate the situation. To claim that these factors deserve no consideration from the state authorities is obviously untenable. The local board must know wherein the situation is unique and it must present and interpret this situation to the proper authorities, if possible through its superintendent.

(Concluded on Page 132)

School Administration in Action

Voting School Bonds During Period of Depression

Supt. G. W. Greene, Anacortes, Wash.

Although many school boards are convinced that it is the part of good business to build necessary new buildings while construction costs are low, and while unemployment and low interest rates are important factors, nevertheless some boards hesitate to call for a vote of the electorate, feeling that the general pessimistic attitude in a period of depression may result in the defeat of a building proposal. Due to the fact that at the average school election, very few citizens take the trouble to vote — with the exception of those hide-bound conservatives and heavy taxpayers who may always be counted on to combat any move to raise the taxes — the submission of a bonding program to the electorate is likely to be rather precarious.

Faced with a needed building program, the school board of Anacortes, Washington, a town of approximately 7,000 people, decided to venture the experience and to put the matter squarely up to the citizens of the community. The result was that on January 17, 1931, a landslide vote of 836 to 176 votes authorized the issuance of \$90,000 in bonds for a new senior high school. On the assumption that it was but necessary to prove to the people that a building was needed, that this was the time to build, and then to get out a large enough vote so that a goodly per cent of progressive citizens might express themselves, the school board mapped out a definite program which produced results. Instead of the required 60 per cent favorable vote on bonds, an affirmative vote of 82 per cent was secured.

Possibly, there are a number of towns in our country in which conditions similar to those in Anacortes obtain. In that event, the methods employed by the Anacortes school authorities to secure a favorable vote might be equally successful elsewhere. For that reason, the high points in the campaign will be listed briefly.

The Campaign Plan

November. During the month of November, interviews were held with the state high-school inspector concerning the acute need for a new

senior-high-school building, and the interview was given wide publicity. During the month also, an article indicating President Hoover's attitude on the public building construction as an aid for solving the problem of unemployment was published in the local newspapers.

December. On the first Friday in December, the board of education passed a unanimous resolution to submit a bond issue of \$90,000 to the electorate on January 17. Wide publicity was given to this resolution and follow-up news articles were printed relative to the inadequacy of the existing school facilities to meet the need of the current program.

January. Members of the board of education appeared before all of the parent-teacher associations, before the local service clubs, the American Legion, the high-school alumni association, and other local organizations. The addresses were strictly informational rather than argumentative, and publicity was given in the local papers to the various talks.

During the month mimeographed bulletins were sent to the homes of the parents of all children, in which the need for additional school facilities was discussed.

During the week of the election, the campaign was brought to a climax.

Set-up of the Campaign

On Monday, a final mimeographed bulletin was sent to each of the homes. The educational reasons for the new building were emphasized.

On Tuesday, the members of the junior class were sent to the various rooms of the grade schools and the high school. Each pupil made a two-minute talk on the importance of a new school. Drawings of the new school were exhibited. A theater party was offered to the high-school class, and athletic equipment to the grade-school room which would be successful in getting out the largest number of voters. The funds for this purpose were collected by the class.

On Wednesday, a printed bulletin entitled, "Simple Facts About School Finance" was sent

to each of the homes. In this bulletin all possible questions concerning the financial status of the district were answered.

On Thursday, a printed folder containing information on the election was sent to each home in the city. This circular contained an illustration of the proposed building, information concerning eligible voters, the necessity for the building, the desirability of immediate construction, etc. The effect on taxes was especially stressed.

On Friday, sample ballots were distributed. Students were asked to have these samples signed by voters and returned, indicating whether the parents had actually voted. The class having the greatest number of returned ballots was to be declared the winner in a contest sponsored by the junior class.

On Saturday, the junior class telephoned to all persons listed in the telephone directory, reminding them of election day, and offering them transportation. Members of the alumni association likewise called up a select list of former students of the school, offering transportation if desired. The alumni had previously paid for two advertisements in the daily papers, urging a large vote for the new school building.

As a result of the campaign, the largest school vote in the history of Anacortes district was polled. The plans for the building call for its erection and completion not later than September 1, 1931, in time for the fall opening of the schools.

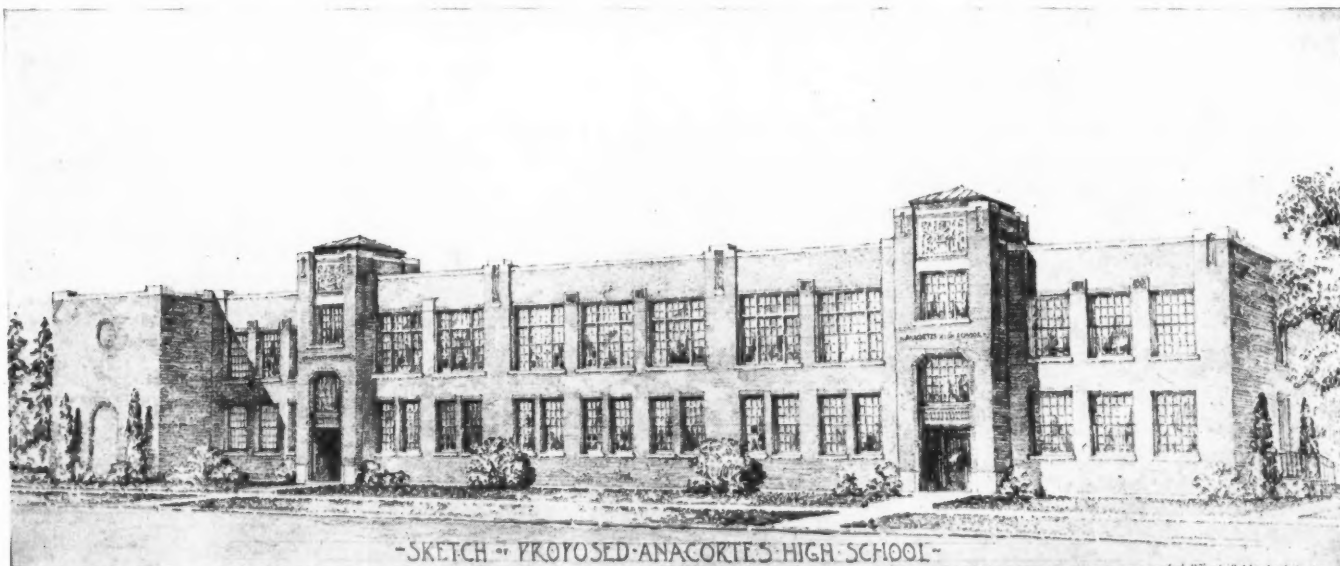
GRADUATION PROBLEMS

A. J. Huggett, Superintendent of Schools,
Lake Orion, Michigan

Graduation is a happy occasion for the senior. It is not always so joyful for the administrator. Many times so many troublesome problems arise that gray hair and wrinkles, rather than smiles, wreath the countenances of the superintendent and principal. A few devices for solving graduation problems developed in the Lake Orion High School may be worth passing on. There is no claim of originality for most of them. One or two of the ideas mentioned have come to the writer about sixth-handed. The devices work out well in practice.

Some schoolmen do not check their credits often enough to know how their pupils stand. Sometimes the matter is neglected, even after the start of the final year. Pupils are allowed to go for some time, even in the last year, before knowing they have no chance to finish in June. This is not fair to the pupil.

Some principals, too, are not careful about the count. A certain principal told a pupil in May that he could not be graduated, because he had not carried enough work during his sophomore year. This was little short of criminal. The boy left school, never to return. Credits should



ARCHITECT'S SKETCH FOR THE BUILDING NOW UNDER CONSTRUCTION AT ANACORTES, WASHINGTON, AS THE RESULT OF THE BOND CAMPAIGN

be checked by the principal at least four times during the graduate's final school year.

Warning Parents

Notices to parents that a boy or girl is not to be graduated are negative in value. It is not good form according to recent public-relations theories. However, it seems to be almost necessary from the standpoint of self-protection. How else is the principal to be sure that the parent knows the facts of the case? In order to lessen the "pointing out," the letters of information are addressed to parents of all the seniors. These letters are individual and the principal presents the favorable or unfavorable facts as clearly as he can. If a child cannot possibly get through, the parents are informed diplomatically. If the child has a chance, but conditions must be removed, the situation is described as clearly as possible. Every effort is made to have the parents understand just what the child's chances are, and what he must do. Both the father and mother of the doubtful students are kept in touch with the situation at all times, by writing whenever there is anything to communicate.

Whenever it becomes necessary to send word definitely that the pupil cannot be graduated, a registered letter is mailed with return receipt requested. These receipts are carefully filed, to protect the administrator against possible complications. In one case, which came to the writer's notice, a principal had sent the notice at the beginning of the second semester, and supposed that the parents had received it. Two weeks before the exercises, one of the teachers who knew the family of the child, informed the principal that the parents were buying graduation clothes for the girl. The principal informed the family that some mistake had been made and that the girl could not finish. Of course, the parents were much disturbed and even had a married daughter come on from the Pacific Coast to straighten out the matter. When the parents and the older daughter came to the school, the principal presented his signed receipt. The mother denied the signature, but recognized it as belonging to the girl, who had forged her mother's name. Of course, nothing more was said.

A great deal of misunderstanding is taken out of the senior year if notices are sent to the parents at the beginning of both the sophomore and junior years. These forms tell how many credits the pupil has, how many he should have, what his average is to date, and what his rank is in class. The last item of information helps when it comes to recommending students for college, as parents have known for three years how their children have ranked.

Handling Diplomas

It is well to have pupils check the spelling of their names for the diplomas. This can be done by passing around a sheet containing the list of prospective graduates. Each corrects or O.K.'s the spelling of his or her name. The list is revised until each student has approved his or her name. There can then be no argument about the spelling on the diploma.

It is desirable to allow the class as much freedom as possible about the exercises. Of course, if something positively harmful is requested, which is rare, the principal and the superintendent must intervene. Certainly, the class may be permitted to choose a simple costume, or caps and gowns, and to suggest a local speaker.

Diplomas may be ordered in February, or before. It is better to have one or two copies left on hand, than to be short one on the eventful night. What a comfortable feeling it is to know that they are safely in the vault. Invitations and cards are selected and ordered at least by March. It saves time and worry to care for details like these in ample season. It is well, too, to specify that caps and gowns, if they are to be used, be delivered two days before the date of use.

If examinations are to be given to the seniors

at the close of the last semester, teachers should understand that only in extreme cases, should prospective graduates be failed. It is no time to eliminate anyone a few days before the exercises. If teachers have not learned in four years what a pupil can do, they cannot find out much more in an additional few days. If a pupil deliberately refuses to work, that is different. It is not fair to refuse graduation at the last moment to a student who is doing his best, nor is it a

good policy from the public-relations standpoint. An act of this sort surely brings on lasting enmity from all relatives and friends of the pupil.

The suggestions given above are not new, nor are they unusual. It is common sense to keep both parent and pupil informed at all times, to give justice, and an opportunity of expression to the pupil, and to keep the administrator protected against unjust criticism.

RADIO EDUCATION

E. D. Jarvis, Fort Recovery, Ohio

Part 2 of Article IV—Preliminary Preparation for the Broadcast

2. Adjustment of the Schedule

One of the difficulties confronting the administrator in the use of radio lessons, has been the difficulty of scheduling the broadcast to fit into the local time program.

In the elementary schools where one teacher has charge of one group of pupils throughout the school day the problem of finding a place for broadcasts has not been serious. Here, all that is necessary, is to know the times at which the programs of a grade level suitable to the separate groups are to be broadcast. This is usually available at the outset of the year. Using this information, the elementary teacher's task is to make up a time program for the week instead of for one day. Many teachers must do this anyway. In the one-teacher rural schools, this rearrangement and planning will require thoughtful consideration.

In the high school, however, the problem of adjusting the daily time schedule, to include the radio programs for special groups, has presented tremendous difficulties. In this problem, it seems, is contained the serious barrier to the gradual inception of radio lessons into high-school curricula. There are three, possibly more, solutions for this problem of adjusting the daily schedule.

The first method in common use consists in obtaining the broadcasts, which teachers desire to use a week or at least several days ahead and adjusting the classes to this emergency. This is, of course, unsatisfactory. For instance, the English teacher desires to have the freshmen listen to a dramatization which occurs at 2:30 to 3:00 on Fridays. Perhaps there are two sections of English I, as there will be in most small high schools, one meeting at 1:00 to 1:45 and the other at 1:45 to 2:30. These two classes must listen at the same time. But if they do, one group will not be able to have algebra, the other may not be able to get general science, because approximately half of the students in the freshman class of some small high schools are vocational students, and the vocational courses require so much total time that most of the other required subjects must be bunched into a few periods. If the schedule is rearranged very much, the administrator finds himself cutting the double vocational periods in half.

When the school is a six-year high school, perhaps the eighth grade wishes to listen to a health talk, a history dramalog or geography. The health program is at 2:30 to 3:00 and the hygiene class meets at 1:45 to 2:30. Perhaps this class can exchange with another eighth-grade class which recites at the desired hour. The teacher, however, is scheduled to have charge of a study all periods or perhaps another high-school class. The principal or some other teacher must assume this task, if possible, and in some smaller schools it will not be possible to find anyone with the period vacant. The dramalog occurs from 2:20 to 2:40 and eighth-grade history recites at 9:30 to 9:45 a.m. The same substitution may be possible as previously men-

tioned, with the same unsatisfactory conditions arising. The subject displaced, frequently at that afternoon period soon loses a great amount of time. In trying to use geography at 2:40 to 3:00, the same type of problem is faced.

However, the rearrangement of individual classes in grades 7, 8, and 9 presents less difficulties than does the same rearrangement in the higher grades. Here we find, in most classes, some irregular students, those who have entered from other schools, where subjects are offered in other years, those who are making up for work for failures, and those who, for various reasons, must be permitted to take work with a class lower or higher in grade. It is rarely possible to make a subject arrangement which will include these people in the broadcast unless they miss some conflicting scheduled class.

The second method consists in rearranging the time blocks of a daily time schedule. If the history class, reciting at 11:15 to 12:00, the fourth period, desires to listen to a broadcast at 2:40 to 3:00, then this whole fourth period will be moved to take the place of the seventh period. But, by so doing, both the boys' and girls' vocational classes are divided with one period in the morning and one in the afternoon. This type of difficulty is bound to occur when we consider the double-period classes which must be a part of every schedule. This type of adjustment takes no consideration of sectioned classes either. Should there be another section of history, no provision has been made for it to listen. This other section must simply wait for another broadcast. The administrator must give special attention to rearranging the subject within each time block at the outset of the year.

All classes which may desire to use one particular radio lesson must be scheduled in one time block. If eighth-grade civic, American history, and world history classes desire to use the Constitution of the United States broadcasts occurring say at 2:40 to 3:00 on Tuesday, these subjects must be placed in one period, perhaps the first in the morning from 9:00 to 9:45. This period may then be interchanged with what would be the seventh, from 2:30 to 3:15, for instance. Another example might be taken where all four years' English classes wish to hear a drama, presented at 2:30 to 3:00 on Friday. All these classes must be placed in one time period; say the second period from 9:45 to 10:30. This second period may then be interchanged with what might be the seventh period occurring from 2:30 to 3:15, for example. This means for the small high school that each of those four classes in one time block must be taught by a different teacher. Each English class and each social-science subject under a different teacher—a situation not to be considered. Another phase of this solution of the time rearrangement problem is brought to notice when we consider that freshman and sophomore English classes desire to use a broadcast on literature by living writers, scheduled on Wednesday at 2:20 to 2:40. This program will not fit in with

(Concluded on Page 130)

School-Building Competitions

Abram Garfield, F. A. I. A., Cleveland, Ohio

This paper is addressed to architects and to members of school boards and public commissions who have before them the necessity of choosing an architect, and who believe that the wisest solution to the problem is (1) to advertise for sketch plans to be received upon a certain date, and (2) to ask the architects to appear to explain their proposals. This procedure is commonly used by certain public bodies, particularly by school boards, and almost invariably results in the presentation of a considerable number of plans.

For many years the American Institute of Architects has been led by extended, and often bitter experience, to advise against this type of irregular and uncertain competition. The advice of the Institute has been listened to by practically all private corporations and by many public agencies which employ architects. The United States Government, the several state governments, and most private corporations and banks, as well as other agencies who may be depended upon to get the greatest possible return for their money, have given up this method of choosing architects because they have concluded that it does not pay. Where a direct choice of an architect cannot be made, these agencies have come to depend upon a properly planned and carefully regulated competition.

The Institute's Interest

The American Institute of Architects has interested itself in the proper choice of architects for public-building projects, because it has realized its duty in the direction of securing for public bodies the type and quality of architectural service that will result in economical and architecturally satisfactory buildings. In this matter, the Institute is interested primarily in the public welfare, and secondarily, in the advancement of the profession of architecture. The Committee on Practice of the Institute is engaged in advising architects on the best relations with their clients, and with one another. The committee and the Institute realize that in all public work the best interests of the profession are dependent upon the best interests of the public.

It may interest the men and women who are members of school boards to know what advice the Committee on Practice gives to architects on the subject of the speculative preparation of sketch plans and irregular public architectural competitions. This advice may suggest to school boards that architects who disregard the advice have improper reasons for disregarding it, and that the service of these architects may prove detrimental to the public work which they undertake. In substance, this advice is somewhat as follows:

The Institute's Advice

When an architect presents sketch plans along with other architects, he should consider the chance he is taking. His knowledge of the particular problem to be solved is very indefinite because, in most cases, no competent educator has outlined an educational and a building program which can be depended upon. He may have talked to the individual members of the school board and may have received a variety of ideas, as well as some information. He cannot, however, be sure that his information is accurate or complete, and he certainly cannot have a well-balanced idea of the entire situation. He is trusting to the statements of laymen who are not technical experts, and who cannot be expected to qualify as judges of the architectural, educational, or economic merits of the designs which are submitted. School-board members will not resent the foregoing statement

when they recall that they are chosen as representatives of the public to put general policies into effect, and that they are not professional architects nor professional educators. If they rely upon the superintendent of schools and his professional assistants for professional initiative and advice in educational matters, why should they not assume a similar attitude in the solution of professional architectural problems involved in the plan of a school building? School superintendents are selected most carefully on the basis of professional qualifications, training, and experience. Why should not the architects be selected similarly on the basis of proven ability, integrity, experience, and professional standing?

No man of experience and understanding would choose a doctor or a lawyer on the plea that he is cheaper than some other physician or attorney. This attitude of mind should be applied to the selection of an architect. No man should be willing to intrust the expenditure of thousands of dollars to the architect because he offers to do the most for the least outlay, or promises to cut the cost of his service. The "open-sketch" method of competition is particularly subject to this abuse, because it frequently permits architects to present their claims behind closed doors.

A Serious Evil

It sometimes happens that school boards ask for sketch plans from a number of architects for the purpose of appearing entirely fair and without prejudice, even though they know whom they are going to select. This statement will be resented, of course, by all fair-minded and honorable board members, but the Institute has met with the experience so frequently, and in so many parts of the country, that it cannot be disregarded. The practice has thrown such a flood of uncertainty around the entire method of open-sketch competition that it is one of the important reasons why architects are advised not to be led into participation.

The result to the profession of the unfair methods just described is an immense loss of money and labor. It is a direct encouragement to weak architects to seek work by underhanded

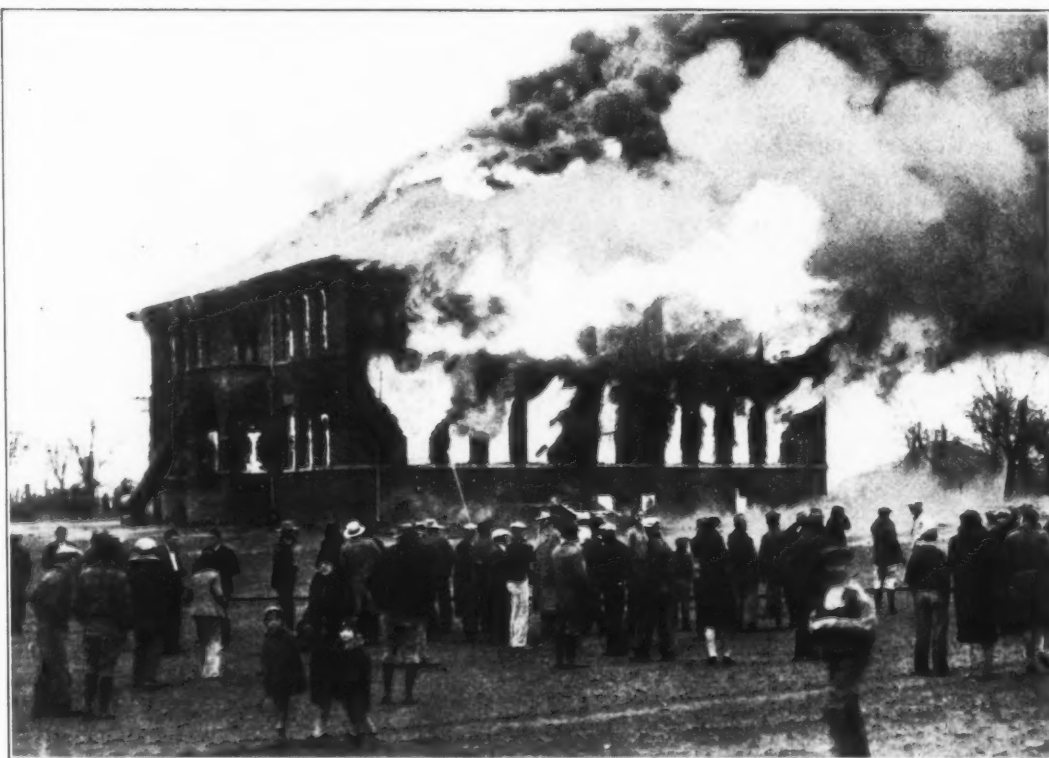
methods and to depend for work upon pull and personal intrigue. Neither school boards nor the public can gain from such methods. It seems to be inevitable that architects who are willing to obtain work in this way will also misstate the probable cost of their proposals. Just here it is well to remember that the final cost of a building is not determined by any promises made by an architect, but that it depends upon a contractor who is willing and able to make a definite bid which he can and does carry out.

Best Architects Do Not Compete

Another cost of the open-sketch competition is to be found in the fact that the architect who is at all busy and successful will not enter such a competition. The more competent and experienced an architect is, the less inclined he will be to take part. This fact automatically causes school boards to lose the possible service of the best architects.

The foregoing are the facts and arguments which the Institute presents to its members, and which it believes are of importance to school boards. The Institute is not unmindful of the fact that many architects will be found to present sketches in open competition, particularly when times are hard and when architects are not busy. These architects always make the excuse which comes to the Institute year after year, that the open-sketch competition is the only method of approach to school boards. In fact, they charge that boards of education compel them to adopt this method. It would seem that members of school boards should be more ready than any other class of public official to resent this charge effectively by eliminating the open competition from consideration, and by selecting architects by good and unquestionable means.

The Institute is convinced that it can render the best service to the public, and to school boards, when it urges that architects be selected in the same manner that men in other professions are selected. This selection will necessarily involve a careful inquiry into the qualifications, the experience, and the reputation of applicants and their ability to perform service required satisfactorily. School boards should not allow any architect to influence them on the basis of free sketches, unless the sketches are made in compliance with a definite and well-regulated competitive program.



THE BARE WALLS REMAIN

While the 400 pupils and a dozen teachers stood at a safe distance, flames quickly engulfed the elementary- and high-school building at Harrah, Oklahoma. Carefully-planned fire drills proved their value, because the children and the teachers were marched out of the building in orderly manner when the alarm was given by Principal W. C. Jenkins.

(Int. Newsreel Photo.)

Are Public-School Teachers and Administrators Public Officers?

James W. Cammack, Jr.

The question has been raised as to which persons connected with the public schools are public officers. The term is generally applied to the school-board members and the superintendent of schools. In few cases has it been applied to teachers. This article represents an attempt to throw some light on the question through a study of the case law concerning it.

The statutes of the several states, concerning public officers, have not been examined.

What Constitutes a Public Office?

Before proceeding to study the cases concerning persons connected with the public schools, it is well to consider the nature of a public office. The general weight of authority holds that to be an officer one must be charged by law with duties involving an exercise of some part of the sovereign power of the state. Some courts have gone much further than others in determining what constitutes an office.

Some idea of the weight of authority is furnished by a fairly recent (1915) Nevada case.¹ The Judge who wrote the opinion in this case made a careful study of the leading decisions and authorities and quoted many of them. His reference to Mechem, who in turn quoted Blackstone, is somewhat typical of most of the earlier pronouncements:

"While it may appear to be a simple matter to determine whether a position is an office or not, the courts have experienced a good deal of trouble doing so. Blackstone defines an office to be: . . . 'A public office is the right, authority, and duty, created and conferred by the law, by which for a given period, either fixed by law or enduring at the pleasure of the creating power, an individual is invested with some portion of the sovereign functions of the government, to be exercised by him for the benefit of the public. The individual so invested is a public officer.'²

It may be concluded from the line of authorities cited in this case that (1) tenure, (2) duration, (3) emoluments, and (4) duties are essential to an office.³ Furthermore, the absence of a contractual relationship is a criterion.

Another line of authorities, which has been more or less supplanted, requires that an oath of office be taken and that the incumbent give bond. These points are brought out in a Michigan case:

"An office is a special trust or charge created by competent authority. If not merely honorary, certain duties will be connected with it, the performance of which will be the consideration for its being conferred upon a particular individual, who for the time will be an officer. The officer is distinguished from the employee in the greater importance, dignity and independence of his position, in being required to take an official oath, and perhaps to give an official bond, in the liability to be called to account as a public offender for misfeasance or nonfeasance in office, and usually, though not necessarily, in the tenure of his position. In particular cases other distinctions will appear which are not general.⁴

Persons Generally Termed School Officers

Almost without exception, persons elected to a school position by popular vote have been held to be public officers and have been subjected to the general law concerning public officers. Such persons as trustees, school-board mem-

bers, committee members, and treasurers and school-tax collectors fall in this group. The positions just named have also been held to be offices, in some cases, when they are filled by appointment.

In a New York case decided in 1832 it was held that the trustees and collector of a school district were officers. In this case the plaintiff's watch had been seized after he refused to pay a tax assessed by a majority of the trustees. In denying him the right to recover his watch in an action of trover the court said:

"The trustees and collector of a school district are regular officers, annually chosen, with powers and duties well defined and regulated by statute; and it is not perceived why their official characters may not be shown in the same manner as that of a justice of the peace or a constable. They are officers of almost equal notoriety, and the duties of a collector are very much of the same nature as those of a constable. . . . I am inclined to think, therefore, the parole evidence upon these points was admissible."⁵

In this case the court pointed out the fact that the powers and duties of the trustees and the collector were well defined by statute. It should be added that the courts usually hold that a position is an office when the meaning of the statute is clear that the legislature so intended.

The Minnesota case of *Sanborn v. Neal*⁶ is more specific than the New York case. Here the court held that the trustees of school districts were public agents and were not liable personally on a note when the face of the note showed that it was intended that only the district should be bound. In arriving at this conclusion the court pointed out that public officers must not necessarily serve the public at large, but that they might serve a portion embraced in a particular district.

In the case of *Ogden v. Raymond*⁷ a teacher sought to hold the defendant, the district trustee, liable on a contract for teaching. In holding the defendant not liable the court said: "We do not apprehend why the defendant deriving his public and official character from the general law and the election of the people of a given district, under the law, may not be held to be a public agent as much as if he were the agent of the state immediately, or of a county, town, society, or school district. Wherein is the difference? All derive their power from the same source, parceled out, only to be exercised in different jurisdictions and for different purposes."⁸

The court implied clearly that a test of an office is whether or not a part of the sovereign power of the state is being exercised.

A Pennsylvania statute of 1860 expressly placed school districts in precisely the same rank as municipal corporations. Under this act the court held that the treasurer of the school district was liable for embezzlement of funds the same as a municipal officer would be.⁹ In a case where a county commissioner appointed himself as a member of the board of education the court held that the position of a member of the board of education was an office, in the meaning of the statute, and therefore, the two offices were incompatible.¹⁰

In none of the cases referred to was there a contractual relationship. Furthermore, no case has been found which directly holds that the presence of a contractual relationship is repug-

nant to an office. However, the decisions cited immediately below do not strengthen the position that such a relationship would not be repugnant. In the case last quoted the court said: "An 'office' is defined by good authority as involving a delegation to the individual of some of the sovereign functions of the government, to be exercised by him for the benefit of the public, by which it is distinguished from 'employment' or 'contract.'¹¹

In the case of *Kugan v. Town of Thompson et al.*, the court held that school committeemen could not be paid for services unless the statute so provided. Said the court: "It is well settled that public officers occupying positions created by statute hold these offices by appointment and not by contract, and are obligated to perform the duties of their respective offices without other compensation than such, if any as is attached by law to the office itself."¹²

The only case found by the writer which might be considered as contrary to the line of thought indicated is a Maryland decision in which it was held that within the meaning of the constitution, school commissioners were not civil officers.¹³ Thus, it may be concluded that courts have generally held that school trustees and school-board members are public officials.

The Status of Public-School Teachers

The weight of authority holds that the position of teacher is not an office, and therefore teachers are not public officers. However, in a few instances courts have arrived at different conclusions. It is admitted in many instances that teachers perform a certain type of public service, but not in the sense that they become public officers. The existence of a contractual relationship has often been used as a conclusive argument. Even though such a relationship exists, it seems that the very nature of the position of teacher in a state system of schools would tend to constitute the position that of an officer. What official performs a more important state function than the training of future citizens?

The majority of cases in which the status of the teacher has been raised have been actions of mandamus, i.e., actions to compel a board to reinstate a person as teacher of a certain school and the like.

It is interesting to note that the question concerning the status of teachers has arisen three times in the State of Nebraska. The most recent of these cases, however, concerns college teachers and does not apply to the present discussion. In the first Nebraska case¹⁴ a trustee stopped the school and discharged the teacher. In upholding the actions of the trustee the court said that the common-law rule concerning servants should be applied. The effect of this rule is that, even though the servant was hired for a definite period and was discharged before the period was up, redress should be sought in an action for damages.

In the second Nebraska case,¹⁵ taxpayers sought to force a new school board to permit a teacher, employed by the previous board, to have charge of the school, even though the new board had appointed someone else as teacher and had permitted him to begin school. The plaintiffs claimed that the position of teacher was an office or such a right to a place as to create a franchise. The court, however, held

¹⁰*Ibid.*, p. 721.

¹¹*Kugan v. Town of Thompson et al.*, 130 Atl. 707.

¹²*Board of County School Commissioners v. Goldborough*, 90 Md. 193, 44 Atl. 1055.

¹³*William Bays, plaintiff in error v. The State of Nebraska*, defendant in error, 6 Neb. 167.

¹⁴*State ex rel Lewellen et al.*, 49 Neb. 755, 69 N.W. 114.

¹*State ex rel Kendall v. Cole*, State Comptroller, 36 Nev. 215, 148 Pac. 551.

²*Mechem on Public Officers*, Sec. 5.

³See also, *United States v. Hartwell*, 6 Wall (U.S.) 385.

⁴*People ex rel Throop v. Langdon*, 40 Mich. 670.

⁵*McCoy v. Curtice*, 9 Wend. (N.Y.) 17; 24 Am. Dec. 113.

⁶*Sanborn v. Neal*, 4 Minn. 126, 77 Am. Dec. 502.

⁷*Ogden v. Raymond*, 22 Conn. 379, 58 Am. Dec. 429, 430.

⁸*Commonwealth v. Morrissy*, 86, Pa. St. 416.

⁹*State ex rel Barnhill v. Thompson*, 29 S.E. 720.

that an action of mandamus would not lie because an action of quo warranto should be brought to determine the right to an office.

The opinion in this case contains a good summary of the general rule concerning the status of the teacher:

"The contract to teach in the common or free schools of the grade of the one in the district in which this controversy arose, is one of employment; and the relative position occupied by the district, represented by the board and the teacher, are those of employer and employee. A teacher in the schools of the ordinary district is not a public officer; nor is his position an office. . . . This being true, for any violation of the rights of a teacher, under an existing contract there would be an adequate remedy in an action to recover damages for a breach of the contract, and mandamus would not lie."¹⁵

The idea back of this position is that full power concerning the control of the school and the school district is vested in the state superintendent, the county superintendent, and the trustees. The last mentioned are given power to contract with teachers and to remove them at any time for sufficient cause.

The finding in a West Virginia case¹⁶ is substantially the same. In this case it was held that an action of mandamus could not be brought to compel a teacher to use certain state adopted textbooks. The action should have been brought against the county superintendent, because the teacher was responsible in her position of employment to the county superintendent and not to the public.

In New Mexico, a teacher had been removed from service due to friction in the school as stipulated in her contract. She was given a hearing before the board of education before she was removed. The teacher sought, by an action of mandamus, to be reinstated on the ground that her position as teacher constituted an office. In denying the action the court said: "It is only where the teacher, by positive provision of law, has a fixed tenure of office, or can be removed only in a certain prescribed manner; and where, consequently, it is the plain ministerial duty of a school board to retain him, that mandamus can be maintained."¹⁷

The court intimated that an action of mandamus would lie only where the statute prescribed a fixed tenure for teachers. This position is identical with that held in an earlier California case in which the plaintiff, upon returning from a leave of absence, found that she had been removed to a position of lower grade than she was to receive a salary of \$100 a month instead of \$175. No notice or hearing had been given. She sought to be reinstated to her old position by an action of mandamus under the provisions of Section 1793 of the California Code, which reads:

"The holders of city certificates are eligible to teach in the cities in which such certificates were granted, of schools of grades corresponding to the grades in such certificates, and when elected, shall be dismissed only for violation of the rules of the board of education, or for incompetency, unprofessional or immoral conduct."¹⁸

In interpreting this section the court held that the statute provided for an election of the teacher and that the tenure, depending upon the competency and conduct of the teacher, was fixed. It appears that the court perhaps stretched a point in calling this teacher's situation "tenure," but, in general, the position appears to be sound. The teacher was not dependent upon the employment by formal contract. On

this point the court said: "It may be conceded that a right to hold the position of teacher in the public schools would not be a 'right' within the meaning of this section, if such right depended solely upon a contract with the board of education, and the term for which such position should be held were not fixed by statute."¹⁹

While the court did not state definitely that the position of teacher constitutes a public office, the law applying to officers was applied. However, it must be borne in mind that the statute was interpreted as definitely removing the teacher from a contractual status. It may be that this holding will be generally adopted should the position of teacher be raised from the contractual to the tenure status.

Can the teacher be raised to an official status so long as she maintains a purely contractual status? It is true that many statutes outline steps necessary for the removal of teachers, such as the preferring of charges, but one of the oldest common-law rules says that a man is entitled to a hearing before being removed from a position or before he is condemned.²⁰ As an old English jurist put it, "The Lord did not punish Adam for eating the apple until He had heard his story." Thus, it would appear that an actual raising of the teacher to a status, which will insure her some degree of permanency in her calling, will be necessary before the position of teacher can be termed a public office.

In the case of *Morley v. Power*, the plaintiff sought to be restored to his position of teacher and force the board to pay his salary by an action of mandamus. The court held that the action would lie, saying:

"The school directors of a district are, moreover, officers of the state, clothed with important public duties and the teacher of a public school has a franchise in his office, the loss of which cannot be compensated in damage. There is no other adequate remedy to compel the performance of official duty by the directors, or to reinstate a teacher wrongfully removed, and thereby deprived not only of his salary, but his vocation."²¹

The court did not follow the general rule in holding that a teacher has a franchise in his office. Neither is the case in line with the California case because the question of tenure was not raised.

Before leaving this section, it might be well to add, it has been held in a number of cases,

¹⁵*Ibid.*, 82 Cal. 483, 491.

²⁰*Morley v. Power*, 73 Tenn. (5 Lea.) 691, 700.

²¹*Ibid.*, 73 Tenn. (5 Lea.) 691, 696.



that a teacher's salary is not subject to garnishment. While these decisions do not hold that teachers are public officers, they border on the question somewhat because it has been held against public policy to permit a public officer's salary to be garnished. The same rule has been applied to teacher's salaries in these cases.²²

The Status of College Teachers

Normal schools and state universities are not considered a part of a state's common-school system even though they do constitute an arm of the state government. This being true, it would not be expected that college teachers and common-school teachers hold similar positions in the eyes of the courts. This assumption is not well founded, however, because professors in universities have been generally held not to be public officers. One interesting exception to this rule will be pointed out later.

In passing on this question in an early Wisconsin case the court said: "We do not think that a professor in the university is a public officer in any sense that excludes the existence of a contract relation between himself and the board of regents that employed him, in respect to such employment. It seems to us that he stands in the same relation to the board that a teacher in a public school occupies with respect to the school district by which such teacher is employed; and that is purely a contractual relation."²³

Only one case has been found in which a college professor could test the right to a position by an action of quo warranto. No case was found granting this right to a common school teacher, though it appears that the Tennessee court might have sustained such an action in the case of *Morley v. Power*, referred to above, because the teacher was granted an action of mandamus.

The case in which the action of quo warranto was granted was decided in 1923 in the State of Nebraska.²⁴ The plaintiff who was head of the English department in a normal school, was dismissed by the president of the state board of education without previous notice of cause and without action of the board as required by statute. The position was filled by another teacher, even though the plaintiff had been employed for practically a year to come. An action of quo warranto was brought.

In granting the plaintiff's action, the court pointed out that no restricted meaning had been put upon the word "office" by the statute. According to Webster the word covers most any position where authority is coupled with duty and where the duty is for a public purpose. It is further shown the court held, that school districts are created for a public purpose, receiving their franchise from the state. Section 6695 of the Nebraska statute authorized the board to appoint a principal, assistant teachers, and such other employees as may be required for the normal school; section 6700 said that the principal of each school shall be the executive officer thereof. In interpreting these sections the court said: "Reasoning by analogy, it would seem that the 'assistant teachers' who must be assistants to principals, are also officers, though perhaps subordinate officers, nor does it appear how they can be other than public officers, since their function is a public one, partaking of the purpose of the school itself."

In analyzing the whole case, the court said further: "When a position based upon a provision of law carries with it continuing duties of

²²*School District v. Gage*, 39 Mich. 484, 33 Am. Rep. 421; *Highlower v. Slaton*, 54 Ga. 108, 21 Am. Rep. 273; *Allen v. Russell*, 78 Ky. 105. *Contra* *Seymore v. Over-River School District*, 53 Conn. 502, 3 Atl. 552.

²³*Butler v. the Regents of the University*, 32 Wis. 124, 131. See also *Hartigan v. Board of Regents of West Virginia University*, 32 S.E. 697; and *Phillips v. Commonwealth*, 98 Pa. 394.

²⁴*Eason v. Majors et al.*, 196 N.W. 133.

(Continued on Page 140)

¹⁶*Ibid.*, 69 N.W. 114, 115.

¹⁷*Heath et al v. Johnson*, 15 E. 980.

¹⁸*State ex rel Sittler v. Board of Education of the Town of Gallup* 135 Pac. 96.

¹⁹*Kate Kennedy, Respondent, v. Board of Education of the City and County of San Francisco, Appellant*, 82 Cal. 483, 22 Pac. 1042.

Detroit Entertains American Educators

Convention of Allied Organizations of School Executives, Feb. 22-26

American education has become so vast and multiform an enterprise, and its administration has developed so highly professionalized and specialized a group of occupations, that a convention of administrators like the Detroit meeting of the Department of Superintendence, February 22 to 26, becomes of necessity an aggregation of conventions and no one report can do them justice. The recent meeting differed from most earlier gatherings of the Department in that the general sessions, with some notable exceptions in the way of effective addresses, were not highly interesting, while the sectional or group sessions were especially strong in the evaluation of present progress and problems, and in the statement of forward-looking suggestions. The meeting brought together about nine thousand men and women, a drop of about one fourth from the high point of attendance in recent years. Detroit and Supt. Frank Cody provided nearly ideal hospitality in the way of hotel accommodations, meeting halls, good weather, and opportunities to visit schools and industrial establishments. President Crozier was a most agreeable presiding officer, and Mr. Shankland and his associates were superbly efficient in the handling of business details. The exhibits were the largest thus far recorded. Even the undignified wet-dry controversy could not mar the professional and educational satisfaction which the convention generally produced.

The General Program

President Crozier's general theme, "Working for the Children of America," proved rather difficult for most of the speakers who attacked their subjects with the idea of making significant and specific contributions to the betterment of schools. The first session which took up home and community contacts of the schools, strongly emphasized the coöperative nature of the task of educating children, of utilizing home and community influences, and of recognizing parental and family rights and obligations under the new conditions. Rabbi David Lefkowitz, who departed in only one detail of his paper from the finest old Jewish principles, argued forcibly that "the schoolman interested in the education of American children must remake the American scene as it affects the family. A reconsecration of marriage must be sought, a return to social responsibility must be made if all that the school teaches the child shall not be lost or basely transmuted. Mostly we need in America a change in the home, a strengthening of the family ties, a rededication of the parent to his children. Without these the finest of schools will fail in making a fine generation of young Americans."

Miss Mildred Palmer said very well that "the purposes of the school are also the purposes of the home. The mutual relationship of parent and teacher should begin when the child enters the school. The greatest part of each education is habit formation. Some habits are mainly the result of the work of the school and others of the work of the home. In nearly every case, however, both home and school are factors and should coöperate. Since the work is coöperative, there should be very frequent meetings and conferences which will make for mutual support and understanding. It is only in this way that education can achieve its ideals."

By far the most attractive paper of Monday morning was that of State Commissioner E. W. Butterfield, of Connecticut, who argued for more attention to the child who does not take kindly to academic subjects, but who is bright in some special field of human activity. Said Mr. Butterfield:

"Our business is to receive the child from the home and, after 8, 12, or 16 years, to deliver him fully to

the community. We are not concerned with what the home has been, nor with what the community should be for our sole job in the schools is to take the child as he is, and to train him.

"Our work would be of all the most monotonous if it were not for the fact that children are unlike and are going by divergent paths to occupations honorable but dissimilar. Children have at least four dimensions: linguistic longitude, manual latitude, physical altitude, and that glorious fourth dimension known as stick-to-itiveness, and schools of the formal type which use the measure only, linguistic longitude, fail to note full ability or to predict ultimate success.

"Have you realized fully and persistently that 'dull' is a conventional school term, a technical term exactly like grade, recess, semester, deportment, a term only used in schools? All the dull persons in the world are in school. No child is dull until he enters the kindergarten. No adult is dull after he is graduated from the university.

"A child whose fingers become an intimate part of her violin, to whom music is an open book, may be school dull but she is music bright. A child who feels the beautiful and can create it with crayon, with pen, with needle and fabric, may be school dull but she is art bright. A child who radiates happiness is bright in a field which life calls as large as that which the school measures.

"Both high schools and colleges believe that school bright means college bright. Therefore, they sift their pupils and encourage from school, or into vocational courses, all who have not school brightness as attested by a high I.Q. Colleges set up elaborate selective systems based on the assumption that he who is school dull will be college dull.

"All who reach the high-school door are bright boys and girls, bright in social values or bright in the two great commandments, or bright in manual skills, or bright in the knowledge of art and the production of beauty, or bright in the ability to bear silently and without complaint the great burdens of life, or they may be school bright alone."

The Tuesday Sessions

That practice trails theory by many years was indicated in the discussion on Tuesday morning of seven current problems in American education. Counseling, commencements, industrial education for women, "symbols" in education and life were discussed from the standpoint of men and women who are developing successfully what has been proposed 10 and even 20 years. The gifted child as an opportunity for enriched educational service was discussed by Dr. Worth McClure, of Seattle, Wash., and the dull child as a challenge for sympathetic help and care was recommended by Supt. W. E. Wenner, of Ashtabula, Ohio, to the especial attention of the meeting.

Wednesday's Busy Morning

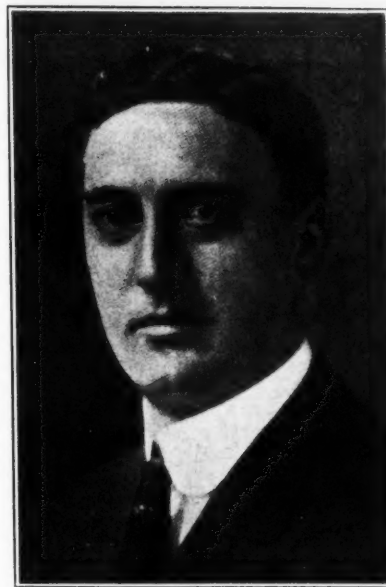
Dr. Charles H. Judd, who set the convention record for addresses with six papers, pleaded on Wednesday morning for a common-sense view of the whole school system on the part of all teachers. Said Dr. Judd:

"It is easy to advocate coöperation between the various units of the educational system but very difficult to secure coöperation. The traditions of this country in education are traditions of local control. Each school system is independent to a high degree, and the various schools within a single system are often quite unrelated to one another.

"Coöperation will be secured only when each division of the educational system understands its specific duties and devotes itself to the performance of these duties. At present there is much competitive overlapping. Unity of purpose can be attained only through a proper division of labor.

"Coöperation depends on a clear scientific understanding of the stages through which pupils must pass as they progress in their development. If the educational world were clear as to the steps necessary in providing a complete education, an orderly sequence would be prescribed for education which would greatly relieve present uncertainties.

"Teachers must be trained to understand the whole school system. Certain tendencies have appeared of late which limit the preparation of each teacher to the study of one particular section of the school system. These tendencies to limit training result from a false psychology which declares that all training is specific. Teacher-training institutions should provide broad orientation courses which will give teachers an overview of the whole system.



DR. EDWIN C. BROOME
Philadelphia, Pennsylvania,
President-Elect of the Department of Superintendence.

"Finally, coöperation within the school depends on a better adjustment of the school program to life outside the school. If all units in the school system direct their efforts to better preparation for practical life, they will work toward a single unifying and harmonizing purpose and will, as a result, find it easy to coöperate in the attainment of this purpose, which is broader than their particular interests."

In closing the session on "articulation problems," on Wednesday morning, Mr. John K. Norton, director of the N.E.A. Research Bureau, opened up the important problem of articulating all branches of school finance. He showed how essential to progress the unification was.

The Unusual Child

While the resolutions overshadowed in interest the addresses of Thursday morning, United States Commissioner of Education Cooper's résumé of the White House Conference deserved the careful attention which it received. This paper rather reflected a broader concept of the problems of child-caring than are usually given to this subject by educators. Dr. Cooper said in brief:

"In the opening address of the Conference, the President of the United States declared that its fundamental purpose was to secure 'an understanding of those safeguards which will assure to them health in mind and body.' He defined the problem as concerned particularly with three groups: First, the protection and stimulation of the normal child; second, aid to the physically defective and handicapped child; third, to the problem of the delinquent child. I pass over the first, or so-called normal group, estimated at approximately 35 million children who are described by the President as 'cheerful human electrons, radiating joy and mischief and hope and faith.' They constitute some 78 per cent of all the children under your charge. What the Conference would have us do for the other 22 per cent is of deep concern to you. In order to avoid the staggering figures prepared by the committees for a nation-wide condition, I arbitrarily reduced them pro rata to fit a city-school system of about 5,000 children. To save time here I ask those of you who have more children or fewer to compute your own figures from this base.

"The White House Conference says to you, Mr. Superintendent of 5,000 children, that you may expect to find 22 per cent, or approximately 1,000, who need special attention to their physical well-being. Two thirds of them, or nearly 700, are improperly nourished, some 100 or more have weak or damaged hearts. Thirty-five or 40 are tubercular, and twice as many more are 'suspicious cases'; some 40 are so deficient in hearing as to require special treatment and education, and 2 are totally deaf; an unknown number need some attention to their eyesight but probably 10, including 2 totally blind, are in need of special teaching; and another 35 are seriously crippled. In brief, there are between 200 and 300 in need of medical care, of whom some need hospitalization and special treatment. The section which considered the needs of these children reports that the handicapped child has a right:

"1. To as vigorous a body as human skill can give him.

"2. To an education so adapted to his handicap that he can be economically independent and have the chance for the fullest life of which he is capable.

(Continued on Page 134)

THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

WM. C. BRUCE

School Support and the Income Tax

A MOST illuminating document has just been issued by the research division of the National Education Association. It deals with the problem of taxation as applied to the several states and then brings under closer scrutiny the subject of the personal income tax.

Educators who have in recent years argued for an adequate school support have gradually come to the realization that in order to render their task effective they must enter upon the domain of taxation. Here it does not follow that the schoolmaster must become a tax expert, but he must be in a position to discuss with a degree of intelligence the sources of revenue that must be tapped in order to secure a better support for educational purposes.

This publication urged upon educators to equip themselves with a knowledge of the intricacies of taxation methods. Some excellent studies on the subject have been the result. Educators of high standing have coupled their school-support studies with suggestive material in the direction of taxation. State school officials, too, have come forward with constructive ideas.

Now the nation's greatest professional body, the National Education Association, comes to the fore with a concise but comprehensive study on the subject. The research editor discusses taxation in its general application, brings to the surface the findings of the world's greatest economists, and points out, as it logically must, the efficacy of the income tax.

The study is instructive in that it not only points out the success attained by the Federal Government in employing the income tax as a revenue-producing instrument, but in that it tells of the progress made in the several states. While the income tax, as a state revenue producer, has in the past served as an emergency measure, it has come into fixed recognition in several states. This is in large part due to the acceptance of the income-tax principle by the Federal Government, and to the further fact that the same has demonstrated its efficiency as a revenue-producing instrument.

The injunction which we have emphasized from time to time, namely, that the educator must be prepared to meet the school support in all its ramifications, is repeated in the study presented. It reads: "Says the educator: 'Your schools need more adequate financial support.' Says the legislator: 'So they do. Show me how to get the money into the treasury and I will vote for your appropriation.'"

The average legislator may be concerned with many problems and cannot delve to the bottom in all of them. The subject of taxation, at best, is involved and intricate. Hence, the legislator may look for guidance and direction.

At any rate, it is entirely clear that the question of school support necessarily involves consideration of the sources of revenue. The method to be employed in securing an equitable and adequate tax yield is, after all, the controlling question.

Why School Superintendents Migrate

ONE of the characteristics of American school-administrative life is found in the instability of tenure in the office of the executive — the school superintendent. Or to put it in another way, there is a migratory tendency on the part of school executives, a steady movement from the rural to the urban centers of population.

"It is generally conceded that the tenure of public-school superintendents, particularly in small communities, is brief. This condition is not helpful either to the community or to the executive. It usually requires from two to three years for an individual to become so adjusted that the effect of his leadership may be felt both in the public schools and in the community. But just when the average executive should be

making his greatest contribution he moves. It has been assumed that the impetus comes from the community or from the superintendent who desires to seek broader fields."

This statement is made by Prof. Arthur B. Moehlman, of the University of Michigan, as the result of a study of the subject. While in the great majority of instances the changes are voluntary on the part of the superintendents themselves, Prof. Moehlman has also analyzed the causes which have prompted boards of education to make changes. Out of 45 cases he found 16 removals due to failure to make community contacts, 11 to conflicts between board and executive, 7 to inefficiency, and the balance to politics, gossip, and the like. No case of actual injustice committed by a board of education is reported. Seven superintendents, or 16 per cent, were discharged for professional inefficiency so gross that it could be clearly ascertained even by laymen.

In giving his conclusions Prof. Moehlman says: "Since the short executive term does not benefit either the community or the schools in direct proportion with longer tenure and a gradual program of development, it is pertinent to consider why this short-term psychology has developed. The conclusions reached through discussions of the problem with superintendents who have records for rapid moving indicated that they felt it was difficult if not impossible for a man to remain much longer than three years. Some few of them admitted that the desire for economic advance was the motivating factor. If the contention of the majority of these executives is correct, there exists in towns and cities a startling social condition that will bear careful investigation. If, on the other hand, the situation has developed because of executive carelessness, certain definite training factors must be considered."

There can be no doubt that frequent changes have a deterrent effect. On the other hand, it is contended, too, that the new man comes usually with new ideals and methods and strives to do better than his predecessor has done. While frequent changes cannot be recommended it follows, too, that stagnancy has entered where the superintendency is held too long by the same man.

It finally remains that there is a business side to every profession. The schoolmaster must avail himself of opportunities just as does the worker in commerce and industry. Promotion and better compensation, as well as wider opportunities for service cannot be ignored. That is entirely in harmony with the American spirit.

Boards of Education and Ward Representation

ONE of the distinctive features in the progress made in board-of-education service deals with the transition from ward or district representation to representation at large. Experience has long taught that a board-of-education member of a city school system must represent all sections of a school unit rather than merely a fraction thereof.

While there is a common agreement as to the wisdom of a departure from the ward system, there is also here and there a tendency to return to the same. It usually manifests itself in cities where board-of-education members are chosen on partisan lines.

At New Britain, Connecticut, where the school-board members are chosen at large, a return to the ward system has been urged. The *New Britain Herald* in discussing the proposition says: "We are rather opposed to the plan, and this on the broad general principle that ward politics would be an inevitable concomitant of ward elections. The school board would become another common council, where the members represent wards and think of what they can do for their wards first and what they can do for the city second, if at all. The present system allows school-board members to take the broad view of the city's school needs, not a view dominated by wards nor affected by the politics in wards. This system may not be ideal in all respects nor ideal all the time, but it is better than ward politics any time."

An aspirant for school-board distinction who would ordinarily fail in an election at large may feel that his party adherents in the ward in which he lives will be sufficiently strong to elect him. Character and fitness may become a secondary consideration where the partisan method prevails. On this score the *New Britain* editor says: "To change the method of obtaining school committee members would not reduce the cost of running the schools, but would tend to increase the costs, as is usually the case with political manipulation of a public service. Ward school committeemen would demand this and that for their wards, and would be willing to trade schemes with other ward representatives, until ultimately every scheme would go through. The 'I'll-tickle-you-if-you'll-

tickle-me' plan would be in effect. School costs, already high by dint of the requirements of the situation following the war, would go still higher. More schools might be built — where they are not needed as well as where they are."

This expresses in a terse manner just what the ward system implies as far as school-administrative labors are concerned. Cities that create their boards of education upon a representation-at-large basis do not, as a rule, think of returning to the old order of things. "The city has been getting along under the present system for many years," says the New Britain editor, "and it is satisfactory to everybody but the political-minded." What applies to New Britain applies to all American cities.

True Perspective in School Administration

THE progress which has characterized the administration of the nation's schools and the creation of the machinery involved, is mainly found in the clarification of the relationships which must be observed. The modern board of education is no longer in doubt as to its own scope and function. It is equally clear as to what powers and duties must be delegated to others.

It happens occasionally, however, that a school-administrative body fails in a proper perspective when it comes to distinguishing between major policies and trifling detail. The larger objective becomes lost in a multiplicity of smaller matters — matters which should in the nature of things be delegated to other agencies.

In a New England city some confusion arose recently as to the relative merits of major problems and minor detail, and the manner of disposing of them in a regular and orderly way. Someone found it expedient to quote from a Boston school-board report which contained the following illuminating sentences:

"Members are too sensitive about their ignorance of details and not sensitive enough about unfamiliarity with the larger issues with which as a legislative body they should deal." Further, "a school committee . . . can act only like a board of directors of an industrial organization, or board of trustees of a great institution, as a legislative body to determine major policies."

Here is involved the sense of proportion; namely, the ability to distinguish between the important and the trivial, and to delegate duties and responsibilities where they belong. In the field of commerce and industry the delegation of powers is well defined, the coördination of the relative factors is well understood, and the ultimate objectives are clearly kept in mind.

A modern school system observes these fundamentals, which distinguish quite definitely between the policy-making body and the factors that must bring them into a realization.

Progress in Conceptions on School Taxation

IN advancing discussions on the subject of state school support, it has been our contention that the educator who champions greater liberality in providing for public education must also concern himself with the problem of taxation.

There has been a most gratifying progress in this direction. While educators of high standing have demonstrated a mastery of the problem, the number of those who are manifesting a familiarity with the same is constantly increasing. State administrators, in appearing before legislative bodies to urge better school support, manifest a gratifying grasp of the mysteries and intricacies of taxation.

Thus we have before us a remarkable address recently delivered before the legislators of West Virginia by William C. Cook, state superintendent of public instruction. Mr. Cook not only points out the educational aspirations of the state and the handicaps which now confront the school interests, but he also comes forward with a sane, sound, and sensible tax program.

He demonstrates in unmistakable language the failures of the property tax and brings to his service the nation's best authorities on the subject. He points out that the property tax is an obsolete instrument, inequitable and inefficient and "the worst in the civilized world." And then recommends: (1) An income tax. (2) A commodity tax on selected items; including tobacco, bottled drinks, amusements, documents and records, and chain stores. (3) Increase of rates on the most profitable items of the gross sales. (4) A scientific graduated inheritance tax.

While some of the items which Mr. Cook suggests must be deemed local and incidental, he goes to the core and essence of the tax problem

when he espouses the income tax.

While the transition from property to an income taxation is not an easy one, as is well demonstrated by the history on American taxation, the acceptance of the better method is bound to come. The educators of this country may make an important contribution to the reform.

The Economy Trend in School Legislation

WHILE the several state legislatures are once more in session, the arguments on the making of new school laws, and the amendment of the old, are being heard. The state departments of public instruction and the several educational associations have come forward with new measures designed to lend greater efficiency to the schools. The newspaper editor, too, here and there has offered his ideas on what ought or ought not to be done in the way of school lawmaking.

It is clear at this time that the economy idea runs through the legislative deliberations with more than ordinary force. Some of the western editors are exceedingly frank and insistent upon the matter of retrenchment. For instance, the *Independent* of Helena, Montana, says:

"Truly, our schools cost too much. There was never a greater fallacy than is contained in the platitude, 'We cannot pay too much for education.' When we can get education for less, the price we pay is too much."

"When schools cost too much for the product which issues from them, they are wronging not only the youth of the land but the social, industrial, and business life of the nation."

"These are thoughts to which teachers, school directors, parents, taxpayers and governmental agencies of public instruction can give consideration with profit during the weeks preceding the opening of another session of the legislature."

Another western state, Kansas, approaches the subject of school costs in a more generous manner. A recent editorial in the *Topeka* (Kansas) *Capital*, discussing legislation dealing with the cost of education, says:

"We hope it will be a sympathetic consideration. We sometimes get a dollar's worth of service for our taxes, and sometimes we do not. Sometimes it is comparatively easy to know how much we are getting for our money, and sometimes it is difficult. The latter is the case with higher education. A good deal of it we must take on faith. It is hard to find any sort of measuring stick to determine how much education pays back. These things must certainly be kept in mind in judging education costs."

"There are one or two things, however, that are known. In a broad way we know that education pays. Another thing that we know is that, while the people are sometimes fooled, in bond issues, and so on, which are excessive, they would rather spend money for education than for anything else whatever. We had an example of this recently in Topeka where a composite bond issue was submitted, divided up into several purposes. The schools which were one of the purposes, went through with a whirl while most of the others fell by the wayside. People want their children to have educational advantages, better than their parents had, and the best. The greatest rivalry among localities in Kansas is rivalry in the character and even the appearance of schools."

What applies to localities in Kansas applies also in a greater or lesser degree to other communities throughout the United States. The general conviction that the schools must be kept upon a high plane of efficiency will deter legislators from entering upon drastic measures in the matter of school costs. An economic pressure may here and there compel economies hitherto unforeseen, but it follows, nevertheless, that no one will care to impair standards of efficiency.

Exploiting the Schools for Selfish Purposes

THERE is probably never a time when there is not someone, somewhere in the United States who seeks to exploit the schools for some social or civic movement, or some adroitly devised commercial scheme.

While some solicitations have merit, others have not, some are legitimate and many are not, it remains that practically all exploitation must be kept out of the schools. Public-school authorities have again and again ruled on that sort of thing. They have consistently excluded all discussions on religious and political subjects, as well as social questions of a controversial character. The sale of articles, and the solicitation of funds in the schools, is generally prohibited.

The attempts to make the schoolhouse a sort of clearing house for the produce of the propagandist are not only renewed from time to time, but reappears in alluring form. New movements are inaugurated, and new schemes of business exploitation are projected, and new methods of invading the schoolhouse are from time to time devised.

This does not mean all schemes and devices foisted upon the schools and upon the school authorities are illegitimate. It does mean, however, that the orderly operation of the schools must not be hampered or interfered with. The professional workers, as well as the pupils, have their daily tasks which must be carried out. The public pays and has a right to exact the maximum service on the part of those engaged to perform the same.

The Hick Superintendent at Detroit

Dear Editor:

Just a line to tell you about the Detroit meeting in case you didn't get to go. I did plan to write you last week as soon as I got home, but Olie Swenson who owns that big garage down there on Main street has kept me so busy asking if I saw all the things he saw when he attended the auto show that I clean forgot my good intentions.

With the price of farm stuff sinking lower and lower and eggs so cheap that folks out there in California are throwing them at each other just for fun, I almost made up my mind not to plan on a trip this winter. I was sort of afraid taxpayers would get the notion that here was one item that could be cut until times picked up, but I was wrong.

You see it was like this. The board asked Sy Gould, the local plumber, to give them figures on installing modern heating and plumbing equipment in the Center school and the best Sy could do it for was \$7,000. But when we asked the commissioners for that amount of money, they reported back that \$4,000 was all that was available. Consequently we had just about decided to give up the notion for another year when Dr. Jensen declared he believed the work could be done for that sum if we only knew how to go about it. He made a motion that I be sent to the Detroit meeting to see especially if I couldn't bring home suggestions that would help solve our problem, and by gracious, that's just what I did.

I ran across some heating equipment up there in the exhibition hall that hit our situation right on the head, and when I explained what I had in mind to the demonstrator, and gave him the size of our rooms, he promised to have his engineers figure on a layout and have them write direct to Sy. And he did, with the results that this morning Sy dropped into the office to report that this unit system looked good to him and could be installed for \$1,500, where the other would run above \$2,500. They also showed Sy how to change over his toilets so as to cut the installation price almost in two.

I am not fooling. This is actually an incident that happened and if you hear any of your friends say these conventions are a waste of time and money, you tell them that that all depends upon the delegate himself. I know, this year in cash alone on one problem, I saved for the district my expenses many times over.

But I am getting on too fast with my story.

Just as soon as I knew I was going, I wrote Phil Harmon, that supply man from New England that I met in Boston, and made arrangements for us to room together. Then wife pressed the old blue serge suit and got it looking just as good as it did a year ago, and the boys slipped down town and brought me home as a present a necktie that ordinarily sells for \$2. That fixed me all up except for a last minute hair cut which I got at the Junction while waiting for the Flyer.

Arriving at Detroit just before breakfast time Sunday morning, I told the taxi to take me straight to the hotel and not to go around three or four blocks to run up mileage like they do some places if you don't watch them. He could see right off that I knew how to travel and so he did what he was told, although I don't understand yet why it cost me ten cents more to get to the hotel than it did to come back to the station four days later.

Phil was waiting for me in the lobby when I arrived and had a nice room with bathtub and running ice water that was just as cold the minute you turned on the faucet as the hot water was hot. The soap was wrapped up in little packages that looked like little books and had the name of the hotel carved on each piece. The

very first morning the woman who took care of our room left two extra pieces on the bathroom shelf and as Phil said he didn't want them, I slipped both into my grip and brought them home for souvenirs and said nothing about them to any one.

After that we went back down to the lobby and found the place packed with people trying to get rooms. I guess about the time we got down there, a special train must of come in from New England for everyone seemed to know Phil. The place was filled with palm trees and under each tree was parked a brand new automobile. There wasn't any one around trying to sell them, so I come to the conclusion they belonged to guests who could afford to pay to keep their cars where they could get them at a moment's notice, although I may be wrong.

We hadn't been in the lobby very many minutes when a superintendent from away up there in Northern Vermont came along and told us he was still looking for a room. I'll tell you who he was: He was the superintendent I met at the Boston meeting who sprung that story about Coolidge not being a candidate for re-election because the Vermont saps did not choose to run. Well, anyway, we invited him to bunk in with us, which he did and helped to bring our hotel bill down to \$2.25 a day.

Besides helping to keep down expenses, Clarkie, that's what Phil called him, told us the snow was so deep up there in his country that they had to step over the telephone wires in the places where it had blown away a little, and that up in Winooski there was quite a group of people whose regular employment was shoveling snow out of chimneys where it had drifted over the tops of houses during the night.

The convention didn't really begin until Monday morning, but when it did, it was a great success and in many ways was one of the most satisfactory I ever attended. Discussion groups and section meetings were wonderful and no one experienced a dull moment during the entire week.

I was rather disappointed, though, in the programs of the general sessions, and taken as a whole, they were pretty weak. It sounded as if more than half the speakers were selected because they knew someone on the program committee and the remainder because they needed a boost with the folks back home. With the exception of Dr. Judd and Dr. McAndrew and one or two others, the old line of leaders that made every national program a decade ago a contribution to educational progress, was missing, and no one appeared on the horizon to fill their places.

Take the general session Tuesday morning for instance. There was not a speaker on that whole program that was good enough for an ordinary county institute. Not one speaker was big league timber. And Monday's session was not much better, although Dr. E. W. Butterfield of Connecticut was good. However, a man from New England told me he had heard that same address twice before, which, if true, is not right. How far would General Motors get if they exhibited at the New York show, Buicks that had been on the market ten months? If the Department of Superintendence wishes to retain its reputation for leadership, it has got to brace up on its programs. Already several of the affiliated groups are crowding it. It is not sufficient that the general sessions be entertaining. They must contribute something worthwhile as well.

Dr. William McAndrew speaking on training for parenthood, Monday morning, pointed out that 2,740 marriages take place in the United States every 24 hours and added, "Most of the light hearted participants in this great adventure are as unprepared as always we were in

entering each of our national wars. For the purpose of killing somebody, we made entrance into our army compulsory and required our soldiers to go through the stiffest sort of schooling. For creating and developing human life we let our two million experimenters blunder blithely along and we pay 13 billion dollars a year to combat crime, most of which is due to bad marriages, broken homes, and faulty family training."

"Unfitness for married life became more pronounced with the disappearance of the house with the yard," he declared.

Do you know, Editor, I like that expression, "the house with the yard." The very words call back to life a rush of memories of yesteryears.

Continuing on the same topic, Dr. McAndrews added that if a teacher is successfully married, that is the one reason why she is barred from teaching young girls to live natural lives.

Speaking on Family Influence in Training for Home Making, Rabbi David Lefkowitz of Dallas, Texas, declared that "piffle and paganism" fill the lives of young couples of today, and making a plea for early marriages, he urged that "marriage comes when there is romance in love."

"A reconsecration of marriage must be sought a return to social responsibility must be made if all that the school teaches the child shall not be lost or basely transmuted. Mostly we need in America a change in the home, a strengthening of family ties, a rededication of the parent to his children," he stated.

Dr. Charles Judd, on Wednesday morning, speaking on the co-operation of educational forces, presented a strong paper in which he pointed out it is easy to advocate co-operation between the various units of the educational system, but very difficult to secure "The traditions of this country in education are traditions of local control. Co-operation will be secured only when each division of the educational system understands its specific duties and devotes itself to the performance of these duties. Unity of purpose can be attained only through a proper division of labor," he stated.

"Teachers," he said, "must be trained to understand the whole school system. Certain tendencies have appeared of late which limit the preparation of each teacher to the study of one particular section of the school system. These tendencies to limit training result from a false psychology which declares that all training is specific. Teacher-training institutions should provide a broad orientation course which will give teachers an over view of the whole system."

Supt. William T. Bogan of Chicago, at one of the group meetings stated that business men are gradually learning that money spent on education is an excellent investment. "The wise business man expects little in the way of specialization . . . but he does look to the schools for character, responsibility, initiative, energy, alertness and adaptability," he said.

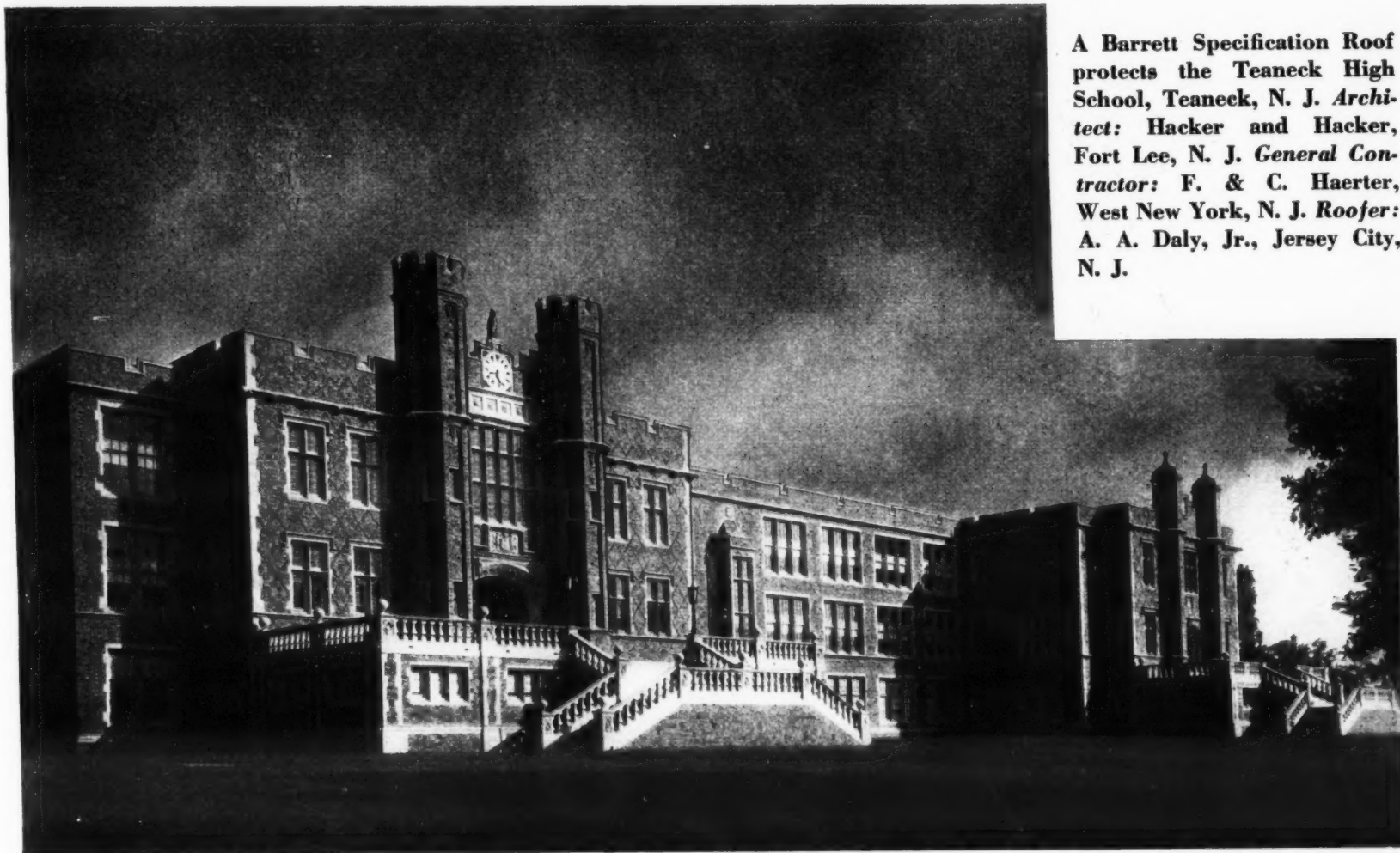
Supt. Theodore Saam of Elgin, Ill., at another afternoon group stated that the two most important functions of the city superintendent of schools are: first, to select the most competent teachers that his community can attract; second, to permit and encourage the growth of teachers in service. Of the two, the latter is the more difficult, he said.

Well, I am not going to try to repeat anything else I heard, except to add that Dr. Ernest Horn and Prof. Harold Rugg, speaking on the Progressive Education program, read two of the best papers of the week and should have been on the general program.

Meetings of the rural department were especially strong and were in sharp contrast with the meetings of that group ten years ago. In

(Continued on Page 68)

..... One of more than 3000



A Barrett Specification Roof protects the Teaneck High School, Teaneck, N. J. Architect: Hacker and Hacker, Fort Lee, N. J. General Contractor: F. & C. Haerter, West New York, N. J. Roofer: A. A. Daly, Jr., Jersey City, N. J.

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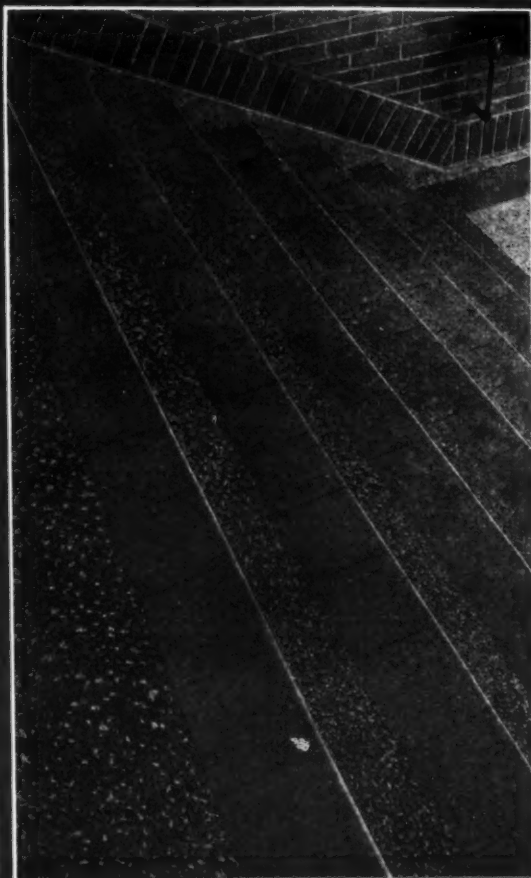
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THE HICK SUPERINTENDENT AT DETROIT

(Continued from Page 66)

stead of looking to urban educators for guidance out of the wilderness of inequality, rural workers this year were guarding jealously their own leadership. Papers on progressive methods being used in rural schools, papers on experimental types of supervision, and papers on forward steps in rural organization were read, showing in no uncertain manner that within one short decade, the rural schools of the nation had stepped from the schools of our grandmothers to schools of tomorrow.

Commercial exhibits were well up to the standard of former years, although room space made it necessary that they be divided into several different sections, making it difficult at times for visitors to find certain booths without loss of time.

You see, this is what they did. They held the exhibition up in the Masonic Temple, a building that had 900 rooms and twice that many hallways, to say nothing of checkrooms and elevators. Then they forgot to install a lost-and-found department, with the results that if an exhibitor stepped out of his own booth for more than a moment, it took him the remainder of the day to find his way back again.

One one occasion I went up to the hall to look for a certain exhibit. As I entered the building, I ran across the friend I was looking for and asked him where he was located. "I am on my way to our booth this minute," was his reply. Well, to make a short story of it, somehow or other he got turned around and I had to leave him before he got straightened out again and I never did find his booth during the entire week.

Some one told me, I can't remember who just now, that one had to be a thirty-second degree man to find all the exhibits for some of the

rooms were as hard to locate as the inner chamber.

But the best story was the one Clarkie pulled. He found a visitor who had been looking half the afternoon for a certain check room where he had left his hat during the morning. The two got to talking with the results that the stranger gave Clarkie his hat check and 75 cents for the hat Clarkie was wearing. It seems both used the same size headpiece. Well, when Clarkie came back to the hotel that night he wore a five gallon hat bearing a Texas trade make, a Vermont winter overcoat, and carried one of those yellow walking sticks the varnish man gave out. Phil says the man who drives the depot sleigh in Clarkie's home town won't know Clarkie when he arrives home and will soak him a quarter for a ride up town as far as the post office.

I can never understand why convention officials seem to consider educational exhibitors as sort of undesirable relatives to be tolerated chiefly because they have plenty of money to aid in defraying expenses. This should not be, for without a vestigial of doubt, supply houses and textbook publishers do as much scientific work towards the furtherance of educational truths as do any other one branch of the profession.

Expensive investigations in the fields of posture, financed by furniture producers, startling discoveries concerning the relation of light, surface texture, and angle of reflection by paper manufacturers, and the best efforts of the book makers' arts are only a few of the ways in which commercial enterprises have contributed recently to the educational welfare of the nation. The exhibition at these conventions is half its value if an administrator is to keep up to date in his equipment. One can read reports of investigations, but one must see a posture chair to know it.

Among the extra-curriculum activities of the week was a pleasant program Monday evening when Rear Admiral Richard E. Byrd was presented with a ten volume set of letters written by the school children of America.

The choral concert of the Third National High School chorus, composed of boys and girls from all sections of the United States, given on Tuesday evening, was one of the big treats of the week, and to miss it was little short of a calamity. On this occasion, five hundred young voices presented a program of songs the equal of which has seldom been heard.

On Thursday, the Detroit Teachers' Association presented a pageant of progress in education entitled "Here and Now in Education," in which was pictured the Detroit schools of today. A tremendous amount of work was put into the presentation with the results that one wondered how a school board that was ill mannered enough to ask the Department of Superintendence, while guests in its city, "to submit its stand on the wet and dry question to the Detroit board," could be responsible for such fine work. It was indeed unfortunate that the action of the Detroit board did so much to neutralize the efforts of Detroit teachers to present Detroit schools to the nation in a favorable light.

Yes, and that reminds me that Thursday morning, at the general session, the prohibition issue came before the convention in no uncertain manner. Dan Kealey, superintendent of schools in Hoboken, N. J., objected to a resolution presented by the resolutions committee and in reply made quite a speech in which he misjudged his audience and asked them questions which they did not hesitate to answer.

I see I have written already, altogether too much, although I have hardly begun to mention the important events of the week, including the fact that for the first time in more than half

(Concluded on Page 70)



Handsome made-to-order design in Sealex Treadlite Tile, Vernon L. Davey Junior High School, East Orange, N. J.

They learn more than cooking in this classroom . . .

THIS model domestic science room is a lesson in itself to the future cooks of America. A lesson in modern equipment and arrangement. *A lesson in floor sanitation.*

For this floor of Sealex Treadlite Tile puts a happy ending to kitchen tragedies. Sticky things do not stick to its surface. Hot grease and India ink do not spot it. The Sealex Process seals up the microscopic, dirt-absorbing pores in the material—producing a floor that is virtually accident-proof and exceptionally easy-to-clean.

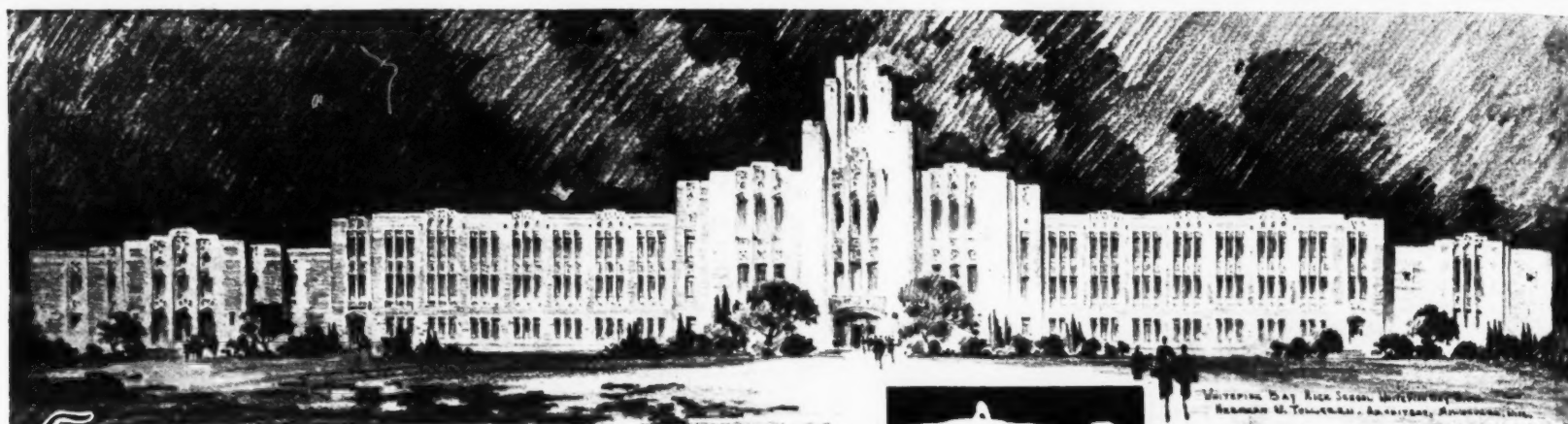
In addition, Sealex floors are quiet, resiliently comfortable underfoot, hard to wear out. They are ideal for reflooring—can be laid right over existing floors. Sealex floors come in individual tiles as well as in

rolls 6 feet wide. In the latter class are Sealex Inlaid and Jaspé Linoleums and the beautiful Veltones, the newest idea in de luxe floors for classrooms and corridors.

When Sealex flooring materials are installed by Authorized Contractors of Bonded Floors, we back them with our Guaranty Bond, issued by U. S. Fidelity and Guaranty Co. Floor illustrated installed by Newark Parquet Flooring Co., of Newark, N. J. Write Dept. 60 for full information.

CONGOLEUM-NAIRN INC. KEARNY, N. J.

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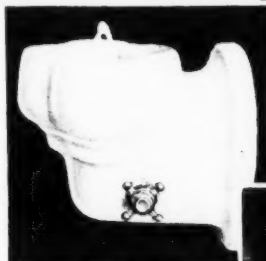


High School Bldg., Whitefish Bay, Wis.
Herbert W. Tullgren, Arch.

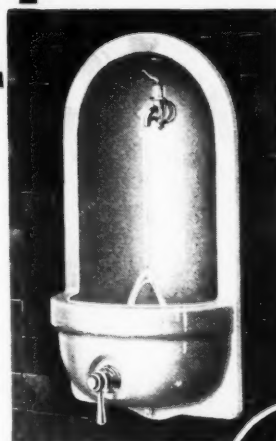
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ONE naturally expects Halsey Taylor fountains in a school building so distinguished. They meet your natural preference for artistic excellence in design, and, moreover, meet the also utilitarian aspect you must ever keep in mind. Two types—both with the usual Halsey Taylor patented features of practical automatic stream control, and two-stream projector—help to safeguard the children against the dangers of contamination so often prevalent in ordinary obsolete types. The Halsey W. Taylor Co., Warren, O. (See Sweet's—16 pages)

HALSEY TAYLOR Drinking Fountains



In a Halsey Taylor fountain the stream is automatically controlled and always uniform; lips need never touch projector!



No. 605, a wall type, and No. 631, a recess wall fountain, were used in this school.



(Concluded from Page 68)

a century, Dr. Albert E. Winship was absent from a winter meeting. The executive committee sent Dr. Winship a message of good wishes, expressing the sentiment of the convention when it stated that his absence was deeply lamented. Scores of other familiar faces of former years were also absent for the first time in decades, reminding one in the words of Tennyson,

"The old order changeth, yielding place to new. . . .
Lest one good custom should corrupt the world."
But it was a great convention and you should have been present.
Yours for happy rural schools,
Rusticus.

Superintendent Standard Assists in the Selection of a Superintendent

V. H. Culp, Professor of Education, State Teachers College,
Aberdeen, South Dakota

It was the time of the year when a man is looking for an alibi. After the strenuous winter season of committee meetings, service-club lunches, lodge initiations, and various school activities, Superintendent Standard was anxious to cast a line, or at least get away from the things that are so self-contained. While these contacts with the community and its social life are necessary, Mr. Standard felt that they somehow were being taken too seriously and that much of the energy which they consumed might have been put into active schoolwork or at least conserved. The school year, now approaching its closing months, had been most successful; some important steps for reorganization had been accepted and Mr. Standard was a bit tired but quite happy. A change of scene would reenergize him for the final lap of the year's work.

And so he was pleasantly surprised by a letter from his boyhood town. It was from the president of the First National Bank at Hickory Center. The contents follow:

Dear Arthur:

As president of the board of education I wish to invite you to our meeting Friday morning. We've got to select a new superintendent of schools. We know of your success and wide experience, and are proud of your record. We want to put our schools on the map as a first step in making a Greater Hickory Center. Wire us if you can be with us.

Most cordially,

Edward Goodfellow.

Nothing had happened in a long time that gave Mr. Standard so much real satisfaction as the idea of meeting his boyhood friends, of seeing the old town, and above all of being able to do something for the boys and girls of the community. He sent a telegram at once that he would be there at the appointed time.

Friday afternoon he took the train for the scenes of his youth. He felt that it was a sort of return of the conquering hero. He was to be the guest of one of his classmates, who as president of the First National Bank, had made a great success.

When he arrived at the depot, Ed Goodfellow was there to meet him, and gave him the keys to the city. He was introduced to some of the people on the streets and in the hotel. The town had grown and changed a great deal, and had an air of prosperity that was very agreeable. Ed Goodfellow told him that they could not dally long over their dinner as the school-board meeting would begin rather early. While Mr. Standard was finishing his dessert, Ed secured a pocketful of Havana specials. It seems that cigars are necessary at school-board meetings; they sort of help the members to do deep thinking and put them in a frame of mind to spend money freely.

The pair arrived at the meeting of the board of education where the visiting superintendent was introduced with the usual exaggerated remarks. After the routine business of the day had been hastily cleared up the president of the board of education said: "This is one occasion when we need to take great care to select the proper person to be at the head of the city system of schools. It is one of the most important functions of the school board, and in such a time we are very fortunate in being able to receive the advice and coöperation of one of the old boys of the city, Dr. Arthur Standard, at present an outstanding superintendent in our neighboring state to the east."

Mr. Standard arose amid handclapping and said: "I am highly flattered to be in the old home town to give a service of this kind. I am sure that the board of education is showing a high type of public spirit and no doubt will place the schools on a basis of educational efficiency never before realized. I will give you the fruits of more than a quarter of a century of experience as a superintendent of schools."

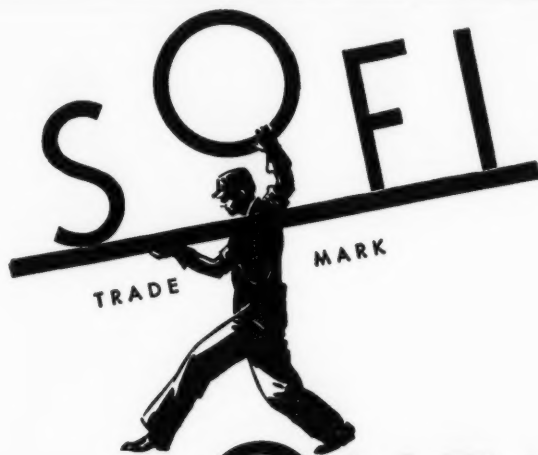
The cigars were passed and the main business of the meeting got under a full head of smoke.

"Gentlemen," began Mr. Standard, "I wish to give you briefly the principles underlying the selection of a superintendent of schools:

(Continued on Page 72)

"The fact that our firm continuously specifies Oak Flooring proves we are satisfied. There is no need to consider future replacements of Oak."

Statement of a prominent architectural firm specializing in school buildings



FLOORING

Replacements are OUT!

SOFI OAK FLOORS SAVE FLOOR MAINTENANCE!

Oak is the most durable wood in the world.

This truth is rooted in actual centuries of service for every conceivable use where wood applies.

With such incontestable supremacy to its credit, Oak *alone* can supply the essential material for the most grueling service demanded of wood floors.

In resistance to grinding wear—in adaptability to every school specification, both structural and decorative—in immediate availability, and in commensurate cost (fully re-adjusted to 1931 values), *Oak floors have no competitor.*

SOFI Oak Flooring is the sum of all that Oak is, plus all that a major industry has learned in converting it into flooring. The manufacturers producing SOFI Oak Flooring include the largest plants in the world: Originating in the Heart of America's Hardwood Forests, the products of SOFI mills are the standard of comparison. Because SOFI Oak Flooring is distrib-

uted in millions of feet throughout every state and city in the U. S., as well as in Canada, it is *immediately available* wherever school buildings are now built or building.

SOFI Oak Flooring bears the Trade Mark of its manufacturers. This mark, illustrated here, pictures the SOFI Craftsman bringing to every school board in the nation, the cheerful message that SOFI Oak Flooring *eliminates replacements* and provides the minimum in maintenance expense. With conservation of Tax Payers' money imperative at this time, such economic advantage

is a strong endorsement for SOFI Oak Floors. You will at once recognize the SOFI Trade Mark in the bright colored label which identifies the trim, compact bundles in which SOFI Oak Flooring is delivered.

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Because of mass production, Southern Oak Flooring Industries now afford the school boards of America the correct type of Oak Flooring for every use, at prices *within the reach of the most modest appropriation.*

Through its research and advisory department, Southern Oak Flooring Industries will assist without charge, in preparing complete specifications for installing and finishing school room floors of every class. Address Industries' Research, 932 Boyle Building, Little Rock, Arkansas, Heart of America's Hardwoods.



SOFI has banished shoddy floors in school rooms and substituted an instructive lesson in decorative harmony.

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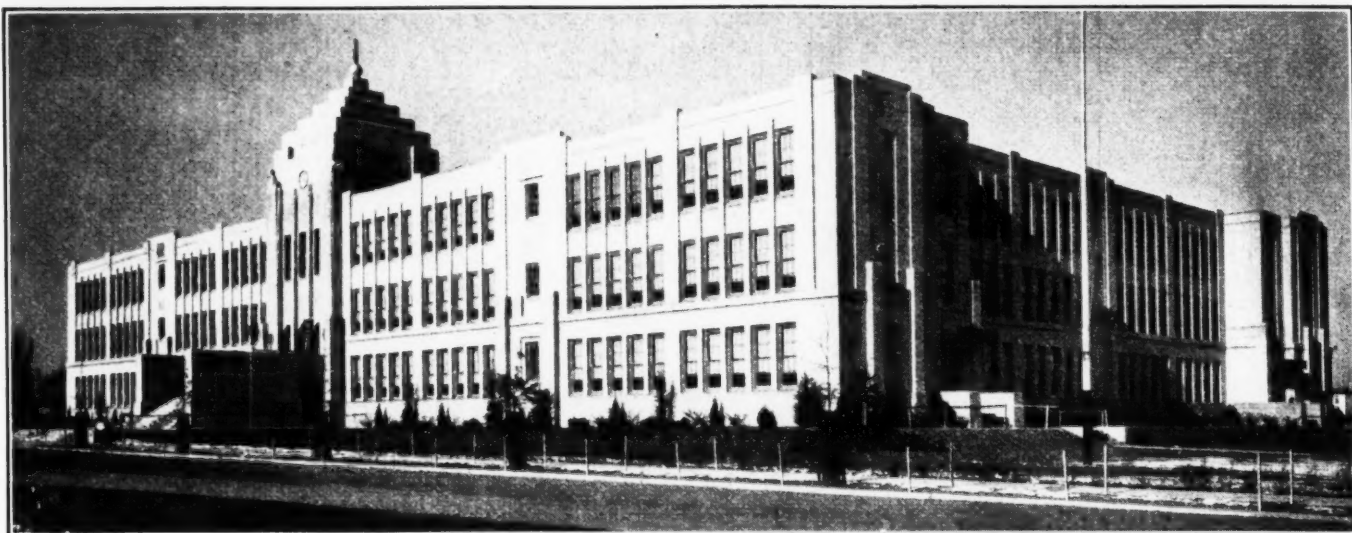
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Memphis Hardwood Flooring Co.
Memphis, Tenn.

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Dallas, Texas



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Libbey • Owens • Ford "A" Quality sheet glass—because of its brilliancy of finish, freedom from imperfections and extreme beauty, is widely specified by architects for all types of school building construction.

Uniformity in thickness and strength and the

absolute elimination of all bow—are distinctive qualities of this flat drawn clear sheet glass which is produced by our exclusive process. It is this process which gives to Libbey • Owens • Ford glass the lasting finish for which it is noted.

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(Continued from Page 70)

"First. He must be a broad-gauged man of mature judgment with high ideals of service and a fund of common sense!—The uncommon thing called common sense is a necessary possession of a successful superintendent.

"Second. His training must be thorough and his professional training must be a direct preparation for the work he intends to do. Scholarship should be a requirement of this individual's record.

"Third. He should have a broad experience, flavored with success, and the approbation of his employers.

"Fourth. He should be a man able to meet people with sincere candor, able to cooperate, and able to sell his services to the community.

"Fifth. It is my opinion that the board of education should select four or five of the most likely candidates and then have a special committee investigate the records of these people in the fields where they are working. After visiting the men and their school systems, this committee should report to the board of education.

"Sixth. No candidate should be selected unless all members of the board have been freely consulted and have all agreed that the candidate should be elected.

"With these things in mind let us examine some of the applications which are on file with the secretary of the board."

The secretary of the board replied, "I have all colors of applications—about three hundred, not counting the inquiries about the job. Here they are, Professor Standard. There were too many for us to work with."

"Let us select from this mass of material the 25 or 30 most promising candidates," suggested Mr. Standard. "The members of the board will please take a number of applications and select the most likely ones which they will throw in the middle of the table. All others are to be returned at once to the writers."

After an hour of much reading interspersed with jokes, remarks, and questions, Mr. Standard continued: "Now that we have gone over them for the first time, let us sort them out a little finer by further eliminating the less suited. Let me call

your attention to some of the better applications and give your decisions regarding their fitness."

"A. This candidate is a man with a Ph.D. degree, but with little experience. He is long on theory, but the chances are that he will be short on practice. Contrary to belief the degree does not make the man.

"B. This man has five years of experience as a high-school principal. His training is for the secondary field and his experience is all along that line.

"C. This candidate looks promising. Specialization in a leading university, wide experience, good record. He has been in his last place for six years. It would pay you to investigate this man.

"D. Here is a candidate from a much larger city. In the first place he wouldn't be satisfied in a

WHAT ABOUT LARGE HIGH SCHOOLS?

Large high schools are here to stay and grow in spite of all that can be done, so would it not be well for us all to accept the inevitable and work out proper plans to handle it? Under no circumstances should we accept it because it is more economical. Better equipment and organization are demanded. If a large school is to be run on the same plan as the small it is an utter waste of funds instead of economy and the pupils must suffer for it. A large city cannot be properly run with only the organization necessary for a small city.

Give us architects that will consult the needs of the modern school. Plan our building for cutting out unnecessary travel. Give the large unit an organization comparable to the army to be guided and reduce the number of pupils to a teacher at least to the average of the other large cities and then there will be little reason to object to our large high schools.—J. E. Armstrong, Chicago, Ill.

smaller town. His excuse for wishing to be closer to the big city is hardly convincing."

At this point a man dashed into the meeting. His very cordial "Good evening, gentlemen," was answered by nods from those assembled. By way of explanation the newcomer continued: "I had a lot of car trouble. In fact, I was afraid I'd be too late."

The president of the board went to the stranger with outstretched hand, saying, "My name is Goodfellow."

"My name is Light, I did not meet you last Saturday when I was in the city. They said that you were out of town. I met Mr. Vericlose, Mr. Yesser, and Mr. Doolittle."

Mr. Light was then introduced to the other members of the board, the secretary, and to Mr. Standard. Upon the request of the chairman, Mr. Standard began to give the candidate a preliminary examination:

"You have an application in, for the position, I take it."

"Not on your life," answered Mr. Light, "there isn't anything in this letter-sending when you can go yourself."

"That is often the case," answered Mr. Standard, "From what school have you been graduated, and how much work in education have you had?"

"I am a graduate of Old School," countered Mr. Light. "I took enough Education to get a certificate. They don't recommend any more than that. I specialized in physics, but I find that I like to teach sociology better than anything else."

"Have you had much experience, Mr. Light?"

"This is my second year of experience," answered the airy Mr. Light. "Last year I was coach at Bugle, and this year I am superintendent at Oak Corners. We have five teachers in the system."

"How do you supervise your grades?"

"Say, Dr. Standard, why all this red tape? I came to sign the contract. I was promised the job last week. I went to Mr. Vericlose and talked things over with him and he said that I suited him, but requested me to see the other members. Mr. Yesser said that it was all right with him,

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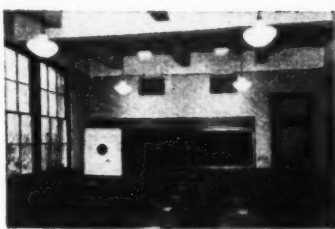
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A complete modern lighting installation demonstrates correct illumination for schoolrooms.

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. . . around the corner from your hotel.

Westinghouse lighting specialists are available everywhere. Your local light and power company maintains specialists to serve you. These trained men know how to design a lighting installation for your particular needs. They will welcome an opportunity to study your lighting requirements.

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For those interested in effective lighting, an interesting, illustrated book, "Banishing the *Twilight Zone* from Modern Buildings", is available. Write for your copy to the Westinghouse Lamp Company, Department 203, 150 Broadway, New York, N. Y.

**The deceptive half-light between obvious darkness and adequate illumination.*

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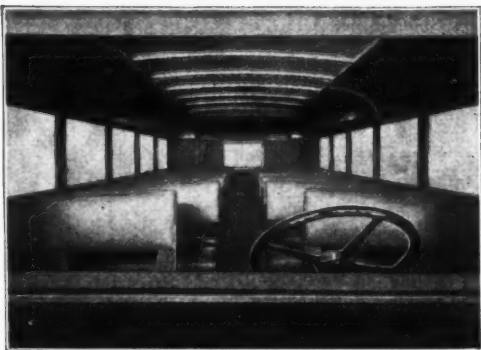
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Light
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IN MANY respects this new Superior All-Steel Safety School Bus is as safe as an armored car. Yet it is light and handles as easily as an ordinary sedan. And it is as clean and comfortable as a modern Pullman.

Far greater safety than ever before is provided by all-steel construction — body frame work, floor and side paneling. All windows and the windshield are shatter-proof glass. The roof is of rugged arched steel construction supporting a monitor of Masonite on strong steel ribs. All members of body frame work are securely welded together — there are no bolted joints to work loose. This body is so designed and constructed that the steel is disposed to offer the maximum resistance to crushing forces, impacts and shocks. Here is a measure of priceless safety never before incorporated into a school bus. Wood and glass splinters — the outstanding causes of bus casualties — are entirely eliminated in this new Superior All-Steel Safety School Bus.

This bus is delivered completely equipped. Standard equipment includes: brilliant dome light, front and rear marker lights, windshield wiper, non-glare rear view mirror, entrance door grab handle, strong rear bumper, safety tread on side step, rear emergency door with safety lock, genuine leather upholstery throughout. Ball-bearing door control. Driver's door on left side. Two adjustable roof ventilators of approved bus type supplemented by two front quarter ventilators controlled by driver. Side windows permit individual opening adjustment.

Notwithstanding these invaluable, exclusive safety and construction features this body is very low priced. Inasmuch as it can be accommodated on any light truck chassis approximating 160" wheel base, the purchaser enjoys the greatest liberty in chassis selection. Any local automobile truck dealer can supply this Superior bus complete. Made in two sizes to seat 39 or 45 children in forward facing seats. Length-wise seating, affording greater seating capacity, can be provided if required. Write for specifications and data.

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NOT A GERM IN A MOUTHFUL



A W&T chlorinator sterilizes the water in the swimming pool at Pasadena High School, Pasadena, California.



You can't keep the youngsters from gulping an occasional mouthful of pool water—but you can keep it pure.

No disease germ survives the residual sterilizing action of chlorine.

With chlorination every single drop of water in the pool is fit to drink—always.

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Swim in  Drinking Water

SP 10A

(Concluded from Page 72)

and Mr. Doolittle said that if the other boys were satisfied, he was willing to abide by their judgment."

Mr. Vericlose added, "Well, that is about the way it went. Mr. Light looked like a good candidate. He said that he liked our city, has the latest password, has had experience as a superintendent, and offered to take a blamed sight less than we are now paying. That will sound good to the taxpayers. I promised him my vote, and I move that he be offered a contract according to our understanding."

Mr. Yesser seconded the motion before a second was called for.

President Goodfellow was stunned. He choked back a flock of strong language. Finally he commented:

"This is rather extraordinary to say the least. I understood that we should take no action of any kind until tonight. I had hoped to use the procedure outlined by Professor Standard."

"Mr. Chairman," said Mr. Butterfield, a dairy man from the edge of the town, "I was never consulted. It seems to me that we are being bamboozled. I vote no!"

"Mr. Standard," inquired the presiding officer, "do you have anything to add?"

"Gentlemen!" said Mr. Standard. "When I came to this meeting I did not know that the position had been promised to Mr. Light. Should he be formally elected, let me call your attention to your duties. A superintendent must have the loyal support of his employers and the community. Besides that, he must have adequate equipment in the schools and efficient teachers. Only through intelligent teamwork can you solve the problems of your schools. My best wishes are with you."

The tenseness of the situation was relieved. A number of those present indulged in generous applause as a call was made for the question. The roll call ended in a vote of 3 to 2. The secretary was instructed to draw up the contract.

"Ed," said the visiting educator, "let them finish up the business. I must hurry to catch that 11:30 train. I must return to the city."

"Now Arthur, you said you would remain with me until tomorrow evening."

"Good-night, gentlemen," broke in Mr. Standard, and took up his coat and hat.

Once in the clear out of doors, the president of the First National Bank used a very undignified brand of English. Professor Standard was surprised at his gift of oratory.

"Better save your breath, Ed. Baying at the moon is a poor business proposition."

"If it wasn't for the looks of the thing, business connections, and the school business,—I'd tell those birds where to go."

As the two old friends walked toward the depot, Mr. Standard said: "The thing that makes me so infernally mad is the fact that there are thousands of Hickory Centers in our country. I have thought for years that there should be legal qualifications for members of school boards. Now I know it. Ed, you call me in a couple of weeks and we'll go fishing—by that time we can review the case and have a good laugh."

On the depot platform, Ed said, "Give me your expense account, and we will reimburse you."

"Never mind, Eddie boy, the chances are the board of education will turn the bill down by a 3 to 2 vote. I'll just charge this trip up to experience. Good-night!"

MINNESOTA SCHOOL BOARDS

The Minnesota School Board Association, which met at Minneapolis, was attended by 1,000 delegates. The resolutions adopted urged closer cooperation between the state department and school boards, did not favor reduction of teachers' salaries, and opposed the employment of married women teachers, unless such women are the sole support of the family. Dr. C. L. Blunt of Albert Lea, was chosen president, to succeed L. H. Colson of Wadena; N. B. Hanson, of Barnesville, was elected vice-president and John E. Palmer, of Montevideo, was reelected treasurer. The association voted to have its next annual meeting in Duluth.

WASHINGTON SCHOOL DIRECTORS

The Washington State School Directors' Association met at Olympia. Many problems of interest were discussed, and resolutions were passed endorsing the Showalter Educational Measure; the Income-Tax Measure; a measure directing boards

of county commissioners to divide receipts from Federal Forest Reserve lands, and leases on non-metallic mineral lands, equally between schools and roads; a measure permitting second- and third-class school districts to establish rooms for subnormal children, and to receive special apportionment for the same.

A committee was appointed to work this next year on a uniform system of keeping transportation costs. The executive committee decided to hold the 1923 session of the Association in Yakima. The following officers were chosen for the ensuing year:

President, S. Frank Spencer, Everett; vice-presidents, Mrs. Iva Mann, Tacoma; and Harry S. Hughes, Hoover.

Executive Committee: John Dobie, Yakima; R. H. Lund, Tacoma; L. D. Burrus, secretary, Olympia.

Legislative Committee: Mrs. Lulu D. Haddon, Bremerton; D. N. Judson, Oak Harbor; Z. B. Shay, Willapa; Charles Baker, Walla Walla; J. L. Webster, Wenatchee.

NEWS OF OFFICIALS

♦ Mr. W. T. MONTGOMERY has been elected a member of the school board of Wildwood, N. J., succeeding E. M. Johnson.

♦ JAMES BONAR was elected superintendent of buildings by the Pittsburgh board of education, at a salary of \$8,000 a year. C. M. McKee was elected superintendent of supplies at \$7,500, and Dr. JAMES P. KERR was made school controller at \$4,000 a year.

♦ Mr. L. A. DOANE, of North Brookfield, Mass., has announced his resignation from the school board, after completing a service of thirteen years.

♦ Dr. CHARLES F. CARUSI, president of the school board of Washington, D. C., died February 5, at Jacksonville, Fla. The funeral, which was held in Washington on February 10, was attended by school officials and members of the board of education.

♦ Dr. A. LEMIRE, 83, prominent physician and member of the school board of Escanaba, Mich., died on March 2 in his office, where he had been electrocuted by an X-ray machine.

Bond Interest Rates Temporarily Higher

Harold F. Clark, Ph. D., New York

Interest rates on school bonds rose slightly during February. In spite of this, there is every reason to think that the general trend of interest rates is downward. As mentioned last month, the discussion of the bonus and the possibility of a large bond issue clouded the bond market during the entire month of February.

is considerably less than the average interest paid on New York City bonds during the past twenty years. Of course the war period accounts for part of the high interest rates paid. In February, 1928, a New York City issue carried a rate of 3.86 per cent and in May, 1929, an almost identical issue was sold at 4.80 per cent. It is clear that in the

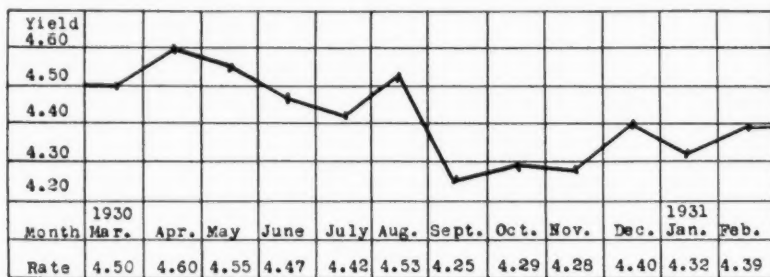


TABLE I. AVERAGE PRICE OF ALL SCHOOL BONDS SOLD DURING THE MONTH

As soon as this situation was removed and Congress adjourned, there was great strength in the bond market. Prices rose sharply and interest rates fell. The sensational success of the financing of the Federal Government in the early part of March shows clearly the amazing change between the bond market of February and that of March. The Federal Government offered \$1,400,000,000 in short- and long-term issues. The entire issue was oversubscribed two and one-half times. The \$300,000,000 in six months' notes carried the amazingly low rate of 1½ per cent interest. This is one of the lowest rates at which any government issue has ever been sold at any time. The \$600,000,000 of one-year notes carried a 2-per-cent interest rate. The \$500,000,000 of twelve-year bonds carried a rate of 3½ per cent. The amazing speed with which the issue was sold provided a great stimulus to the bond market. It showed, without doubt, that there was plenty of available cash for bonds.

TABLE II. Amount and Yield of Bond Issues

1. School bonds during the month ¹ of February...	\$ 30,098,000
2. All municipal securities sold during the year (to date)	170,000,000
3. All school bonds outstanding (estimated)	3,263,000,000
4. Average yield of all school bonds outstanding (estimated)	4.63%
5. Yield of school bonds of ten large cities	4.23%
6. Yield of United States long-term bonds	3.20%

¹The monthly total of school bonds does not include all the bonds issued in the month, due to the difficulty of obtaining the yield on some of the issues.

There was one other event in the early part of March, which likewise aroused a great deal of comment and encouragement to the bond market. New York City sold an issue of \$100,000,000 of bonds. This was the largest issue in the history of the city. Due to the past unsettlement of the bond market, there was some question as to what response the issue would receive. Bidding upon the issue was keen on the part of the banks. Even a more surprising thing was that the issue was sold within thirty minutes after it was offered to the public. The issue carried an interest rate of 4¼ per cent but sold at such a premium that the net cost of the city was 4.13 per cent. This net cost

TABLE III. Bond Sales and Rates¹

Year	School	Municipal	All Public and Private	Year	Municipal
1929	230*	1,432*	10,194*	1929	4.67*
1928	218	1,414	8,050	1928	4.45
1927	266	1,509	7,776	1927	4.49
1926	260	1,365	6,344	1926	4.61
1925	323	1,399	6,223	1925	4.58
1924	288	1,398	5,593	1924	4.26
1923	206	1,063	4,303	1923	4.76
1922	237	1,101	4,313	1922	4.81
1921	215	1,208	3,576	1921	5.18
1920	130	683	3,634	1920	5.12
1919	103	691	3,588	1919	5.04
1918	41	296	14,368	1918	4.90
1917	60	451	9,984	1917	4.58
1916	70	457	5,032	1916	4.18
1915	81	498	5,275	1915	4.58
1914	42	320	2,400	1914	4.38

¹By special permission based upon sales reported by the Commercial and Financial Chronicle.

*Not final.

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early part of March bond prices were again approaching a fairly satisfactory level. Interest rates are not the lowest they have been during the past ten years, but, on the other hand, they are far under the peaks of recent years. Barring such unforeseen developments as the big bank failures of December and the bonus discussion of January and February, the bond interest rates during March and April should move to decidedly lower levels.

Money is available in almost any amount at from 1½ per cent to 2 per cent for short periods in the New York market. As soon as confidence

TABLE IV. Average Yield of Long-Term Federal Government Bonds¹

Month	Rate	Year	Rate %
1931		1928	3.437
Mar.	3.28*		
Feb.	3.31*	1927	3.464
Jan.	3.33	1926	3.544
1930		1925	3.797
Dec.	3.34	1924	4.010
Nov.	3.32	1923	4.298
Oct.	3.34	1922	4.301
Sept.	3.37		
Aug.	3.38		
July	3.37		
June	3.37		
May	3.41		
April	3.46		

¹Taken from Federal Reserve Bulletin.

*Not final.

fully returns, these lower money rates are bound to make themselves felt in lower interest rates on long-term bonds.

Total school bonds sold during the month of February showed a very decided increase over January. This was largely due to one issue of al-

TABLE V. Security Prices and Yields¹

Date	Average Price of 404 Stocks (1926 Average = 100)	Average Price of 60 Bonds	Average Yield of High-Grade Bonds
1931			
Mar.	118.7*	99.9*	4.42*
Feb.	119.8*	99.4*	4.44*
Jan.	112.3	99.6	4.43
1930			
Dec.	109.4	97.8	4.55
Nov.	116.7	99.1	4.46
Oct.	127.6	100.0	4.41
Sept.	148.8	100.0	4.41
Aug.	147.6	99.6	4.43
July	149.3	98.7	4.49
June	152.8	98.2	4.53
May	170.5	97.9	4.54
April	181.0	97.9	4.54

¹As reported by Standard Statistics Company, Inc. Used by special permission.

*Not final.

most \$15,000,000 of one of the larger cities. Already in March, another city has sold one issue of school bonds of \$25,000,000. This, of course, will put the March total far above that of any recent month. This shows clearly, of course, that the total bonds sold in a given month depend largely upon whether or not there are any of the very large issues in that month.

The net interest rate on all school bonds sold during the month of February was 4.39 per cent. This compares with a rate of 4.32 per cent for January. As suggested earlier, this slight increase is due more to unusual factors outside than to the trend of the bond market itself. There are good

reasons for thinking the trend will be reversed very shortly.

Table II shows there was a very definite increase of total municipal-bond sales as well as of school-bond sales.

Table IV shows that long-term Federal Government bonds tend to show a slightly declining rate of interest.

Table V shows clearly some improvement in stock prices. This was accompanied by a slight increase in brokers' loans, but not enough to affect the money available for bonds. The next column of the table shows clearly that bonds have continued to improve in price.

TABLE VI. Revised Index Number of Wholesale Price (United States Bureau of Labor Statistics, 1926 = 100)

Month	All commodities	Building materials	Year	All commodities	Building materials
1931			1928	97.7	93.7
Mar.	76.7*	82.2*	1927	95.4	93.3
Feb.	76.8*	82.5*	1926	100.0	100.0
Jan.	77.0	82.9	1925	103.5	101.7
1930			1924	98.1	102.3
Dec.	78.4	84.4	1923	100.6	108.7
Nov.	80.4	85.6			
Oct.	82.6	85.8			
Sept.	84.2	86.4			
Aug.	84.0	87.4			
July	84.0	88.9			
June	86.8	90.0			
May	89.1	92.9			
April	90.7	94.7			

*Not final.

Table VI shows that the decline still continues in wholesale prices, but, fortunately, the rate of decline has gone down very greatly. It seems as though prices have reached something approaching a point of stability. Certainly building materials have dropped sufficiently in the past few years to make the present a very advantageous time to use the proceeds of bond issues for building purposes.

FINANCE AND TAXATION

♦ The city council of Port Washington, Wis., has approved a request of the board of education for a loan of \$35,000 from the state trust funds. The loan, together with a bond issue of \$150,000 voted a year ago, provides sufficient funds for the completion of the junior-senior high school now being erected in the city. The building will be completed at a total estimated cost of \$240,000.

♦ Buckhannon, W. Va. The school system is now practically out of debt. Bonds outstanding against the district amounted to a total of \$8,500, and there is a balance of \$2,848 to be applied to the retirement of these bonds. The school district floated two bond issues, one in 1908 for \$50,000, and another in 1919 for \$25,000. Both these issues were for building purposes. In 1919, there remained unpaid \$45,000 of the first bond issue, which with the second, made a total of \$70,000 outstanding.

♦ Buckhannon, W. Va. Public-school costs have been reduced materially with the practical completion of the building and improvement program running through a period of more than two decades of rapid growth and development, and involving two bond issues aggregating \$75,000 with interest on the bonds until retirement. Tax levies have been reduced, but not in proportion to school costs, because of the decline in the amount of taxable wealth in the school district. The rates of levy for 1930 in 26 typical school systems of the state range from \$2.53 in Richwood to 90 cents in Clarksburg.

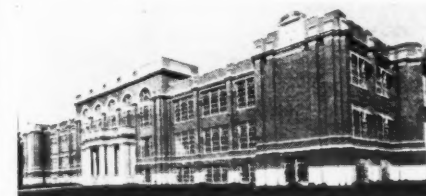
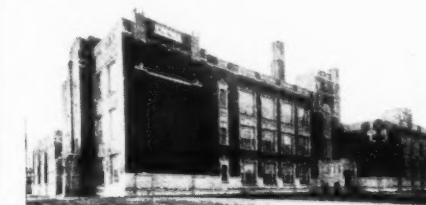
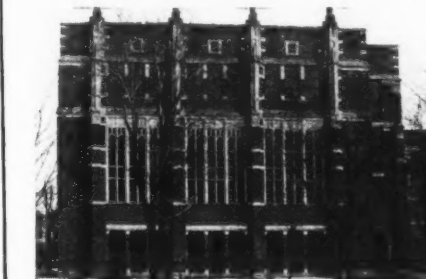
♦ Boards of education in Akron and Summit counties, Ohio, are confronted with a serious financial situation, in view of tax delinquencies. The boards have taken steps to meet the emergency and are endeavoring to complete the school terms without laying off teachers and shortening the hours. In some counties, the schools are confronted with a forced closure before the end of the term, unless the legislature comes to the rescue. The situation was brought to the attention of the governor of the state by a group of teachers.

♦ Boards of education in all parts of the State of New York have united in support of a bill to provide state aid for kindergartens. They have asked the state to distribute \$4,000,000 more in 1932.

♦ The Detroit board of education has been asked by the board of commerce of that city to reduce the budget by 20 per cent. The board of education has made reply, to the effect that the reduction cannot be made without crippling the school system.



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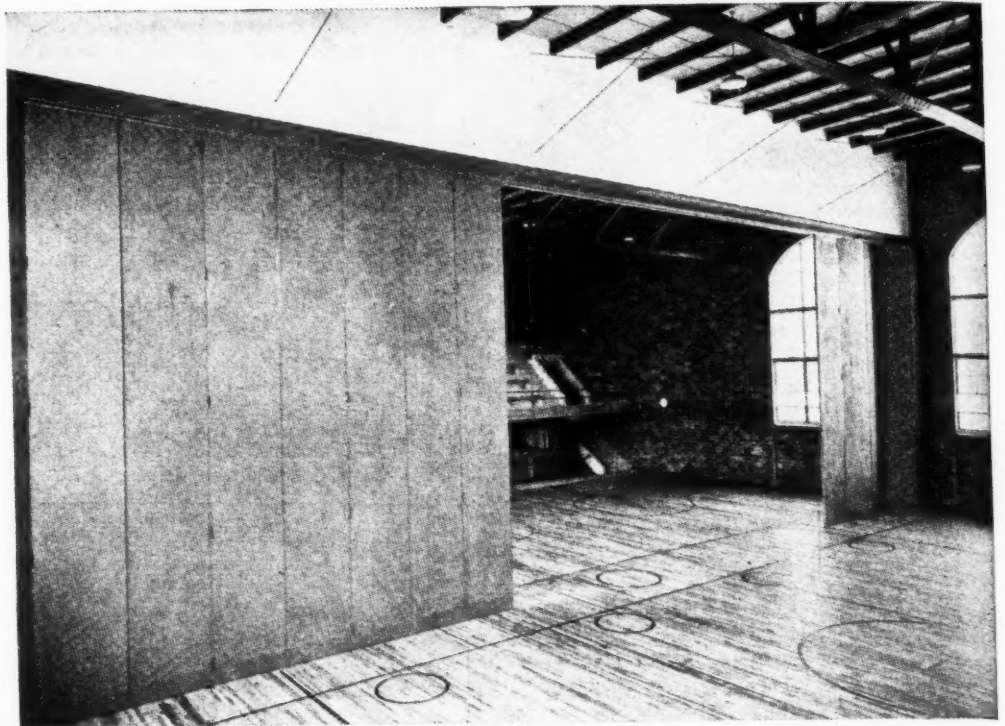
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CIRCLE A FOLDING PARTITIONS

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Washington Correspondence

A. C. Monahan, Formerly U. S. Bureau of Education
New President Wilson Teachers College

Dr. Edgar C. Higbie, who has assumed the presidency of Wilson Teachers College, Washington, D. C., comes to the District of Columbia from the Eastern State Teachers College at Madison, S. Dak., where he had been president since 1921. He is the first president of the Washington institution, which has been raised to college standing this year from what was first a two-year and later a three-year normal school. Since the opening of the four-year college course in September last, the institution has been under the charge of Miss Anna D. Halberg as acting head. And she will remain with the college in a responsible position.

Dr. Higbie, who is well known in the educational world, is a graduate of the University of Minnesota, and has a master's degree from the same institution. He studied at Teachers College, Columbia University, and received a doctorate from that institution in 1921, going from there to the presidency of the South Dakota institution. He was for seven years superintendent of the West Central School and Experiment Station of the University of Minnesota, and has been on the summer faculty of Boston University and Peabody College for Teachers.

Reduced Street-Car Fares for School Children

By a recent act of Congress, children attending public and private schools in the District of Columbia are permitted to ride on street cars and busses, en route to or from school, for 3 cents. In the past they have always paid full fare, 10 cents for a single fare, or 4 tokens for 30 cents. Under the new fare rate, transfers are allowed without extra charge. Cash fares from pupils are not accepted they must buy strip tickets from the car conductors or from other authorized agents of the

car companies or bus lines. An attempt was made to have the tickets sold by the teachers of the various schools, but this plan was not accepted by the school authorities because of the extra work put upon the teachers. Teachers are required to sign identification cards which children use when obtaining tickets. Students attending night schools are permitted the 3-cent rate, which is for pupils under 18 years of age.

National Oratorical Contest

Preliminary contests are being held throughout the United States to select candidates for the annual national oratorical contests at which one boy or girl from each of the seven areas compete for prizes and for the honor of representing the country in the international contest. The contest began with local eliminations in individual high schools, both public and private, and the winners in the various schools contest again in local areas. From these winners the representative of each of the seven areas is selected by public contest.

In the Capital area, one of the seven, 65 high schools are entered in the contest. A total of 16,889 pupils in these schools entered the local school tryouts.

Education of Negroes in the United States

Interesting data relative to the schools for Negroes in the United States have been compiled by the U. S. Office of Education. They show that there were in 1927-28 approximately 3,212,950 Negro children of from 5 to 17 years of age inclusive. Of this number 71.4 per cent was enrolled in schools, but the average daily attendance was only 72.5 per cent and the average number of days attended by each pupil in the year 95. All the above data are from 17 southern states and the District of Columbia, where separate statistics for white and Negro schools are kept.

In the same area there are 2,201,221 Negro children in elementary schools, 92,624 in high schools, 18,604 in universities and colleges, and 11,527 in teacher-training schools both public and private.

Appropriations for the Washington Schools for 1931-32

Congress has passed the annual District of Columbia appropriation bill, which includes money for the public schools for the year 1931-32. The bill provides a total of \$13,136,500 for the operation of the schools during the year. Of the total, \$850,000 is devoted to board-of-education and superintendent's office expenses, \$6,399,200 to salaries of teachers and librarians, \$834,670 to the care of buildings and grounds, \$2,720,000 to new buildings and additions to buildings, and \$513,000 to repairs to school buildings.

The appropriation bill contains provisos concerning administrative affairs better left to the discretion of the board of education. Among these might be quoted:

"No part of any appropriation shall be paid to any person employed under or in connection with the public schools of the District who shall solicit, receive, or permit to be solicited or received, on any school premises, any subscription or donation of money or other thing of value, from any pupil for presentation of testimonials to school officials, or for any purpose, except as authorized by the board of education at a meeting upon the recommendation of the superintendent of schools."

"No money appropriated for furniture and equipment for the public schools of the District of Columbia shall be expended, unless the requisitions of the board shall be approved by the Commissioners of the District, or by the purchasing office; and the auditor for the District acting for the Commissioners."

"No part of the appropriations for schools shall be used for instructing children under 5 years of age, except children entering during the first half of the school year who will be 5 years of age by November 1, 1931, and children entering during the second half of the school year who will be 5 years of age by March 15, 1932."

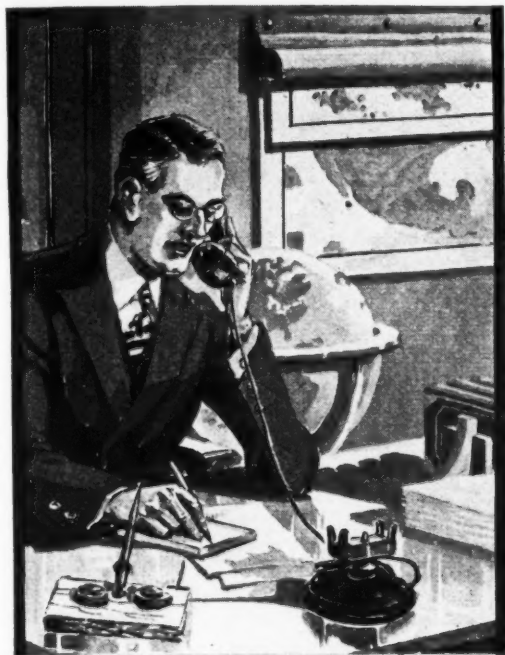
Annual Directory of the U. S. Office of Education

The *Educational Directory* for 1931 published each year by the U. S. Office of Education is just off the press. Copies may be obtained from the

(Concluded on Page 80)



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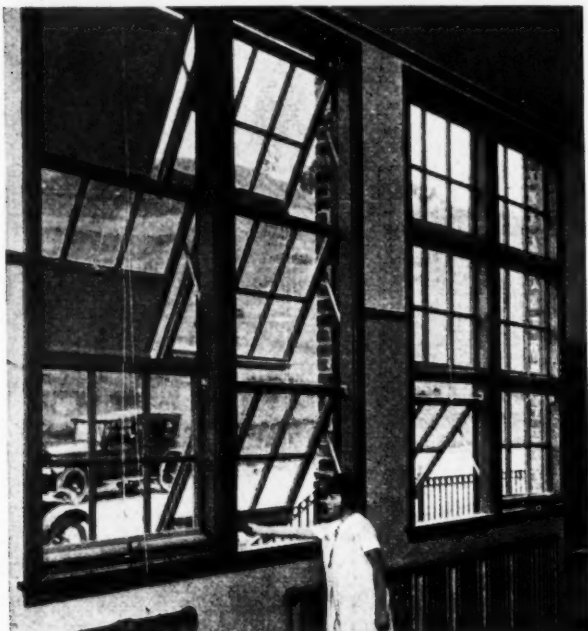
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(Concluded from Page 78)

Superintendent of Public Documents for 30 cents. This year it is in three parts. Approximately 12,000 names are given of persons in the more responsible educational positions.

Appropriations for the U. S. Office of Education for 1931-32

Congress has approved the annual appropriation for the U. S. Office of Education. By it, \$280,000 is provided for salaries of the employees of the Office, and \$25,000 for traveling expenses. Money for Offices, furniture, supplies, and printing is carried in the general appropriation for the Department of the Interior.

For the special survey of secondary education begun over a year ago, \$75,000 is provided, and for the study of teacher training begun during the present year, \$80,000 is appropriated. A third survey is authorized with \$50,000 appropriated for the first year's work. This is a study of the sources and apportionment of school revenues and their expenditure.

The Department of the Interior appropriation bill contains two recommendations of the Secretary of the Interior affecting the Office. One is the transfer of the work of administration of the schools of Alaska for Indians and Eskimos to the Indian Office of the Department; the other is the transfer of the care of the reindeer herds from the Office of Education to the Governor of Alaska who, in turn, is responsible to the Secretary of the Interior. The bill includes in the allotment for the Indian Office the funds for education of the natives of Alaska, and in the Alaska appropriation the funds formerly allotted the Office of Education for the reindeer work.

Dr. P. P. Claxton, Receives Recognition of Exhibitor Association

Dr. P. P. Claxton, president of the Tennessee State Normal School at Clarksville, U. S. Commissioner of Education from 1910 to 1921, was awarded the trophy given each year at the Exhibitors' Banquet at the meeting of the Department of Superintendence of the National Education Association, in recognition of outstanding achievements in education. In appreciation of this the members of the Bureau of Education staff who served un-

der Dr. Claxton sent him a special congratulatory letter.

1932 Meeting of the Department of Superintendence

Washington has been practically decided upon for the 1932 meeting of the Department of Superintendence. The selection of the meeting place is left each year to the Executive Committee. This is composed this year of the officers elected at the Detroit meeting: President, Edwin C. Broome, Superintendent of Schools, Philadelphia; first vice-president, N. R. Crozier, Dallas, Texas; second vice-president, George C. Bush, S. Pasadena, Calif.; executive secretary, S. D. Shankland, Washington, D. C.; Executive Committee, P. C. Stetson, Indianapolis, D. E. Weglein, Baltimore, C. B. Glenn, Birmingham, and H. S. Weet, Rochester, N. Y.

The city of Washington can take care of the meeting in acceptable shape, having plenty of hotels, good auditoriums, sectional meeting places, and a suitable hall for exhibits. Attendance will probably exceed the 12,000 in attendance at the Detroit meeting, because of the unusual attractions of Washington as a meeting place for conventions. A factor in the selection of Washington is the George Washington Bi-Centennial Celebration in the District of Columbia that year. This observance takes the form of an all-year celebration centering about seven principal national holidays. The principal observance will be on February 22, at the time of the meeting of the Department. The principal part of that day's program, except an address by the President of the United States, will be given to the superintendents.

Roper Appointed to Washington School Board

Mr. Daniel C. Roper has been appointed a member of the board of education for the District of Columbia, to succeed the late Dr. C. F. Carusi, his appointment expiring June 30, 1932.

Mr. Roper is well known throughout the United States, as he served as Commissioner of Internal Revenue during the last half of the Wilson administration. Prior to that, he was first assistant postmaster general and later vice-president of the Tariff Commission. From 1900 to 1910 he served as expert special agent of the Census Bureau. He is a South Carolinian by birth, and served in the South Carolina legislature for one term.

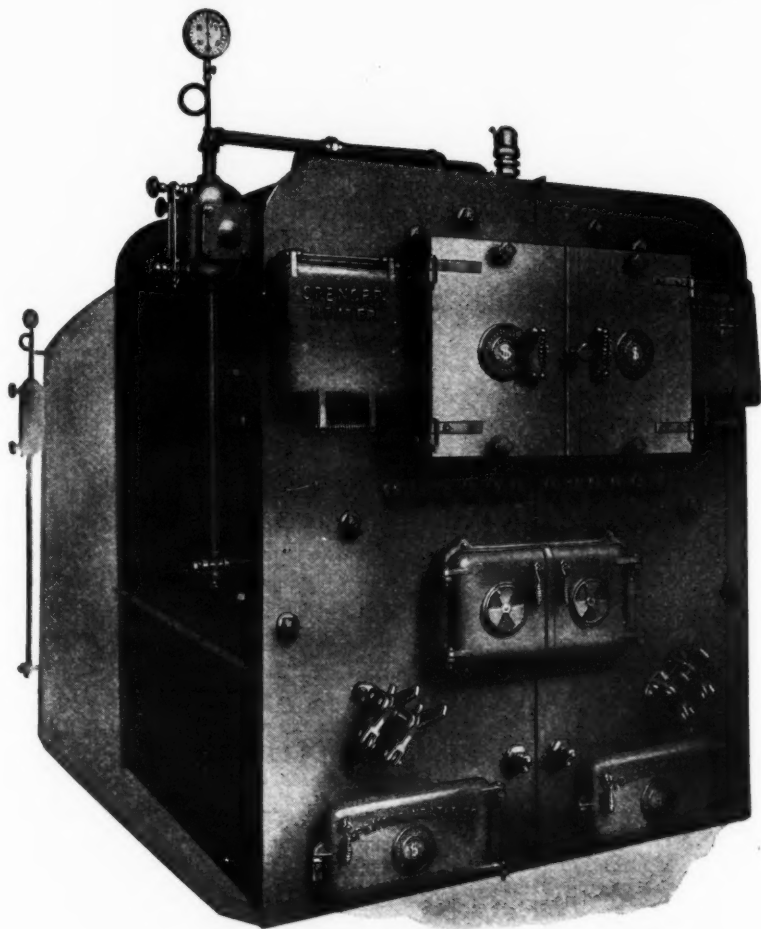
Chicago Correspondence

Chicago is a city of extremes, in school districts as well as in other respects. Some children are born in congested tenement neighborhoods and grow up without ever having seen a live cow, a sheep, or a hog. There are densely crowded sections close in to the Loop where there are no trees to be seen for miles. The only birds are sparrows and pigeons, and the only animals are dogs, cats, and occasionally horses. On the other hand, there are within this city of 3,375,000 inhabitants, areas so sparsely settled that even wild animals may be seen. Within a hundred yards of one of the small public schools a mother possum and her brood were recently captured. Every day crows may be seen sitting in the school-yard trees, or flying overhead. Once in a while mink and raccoon travel along the river bank a short distance away from the school building. Squirrels, chipmunks, snakes, pheasants, and all kinds of wild song birds may be seen in season by the children—scores of meadow larks, bluebirds, wild canaries, cardinals, woodpeckers, creepers, jays, and others. In the spring these Chicago school children may go out at recess and see violets, sweet williams, bloodroot, buttercups, and dozens of other wild flowers. And it is literally true, that there are thousands of trees growing in natural woods immediately surrounding this school. The reason for this strange fact is that the 950-acre Caldwell Forest Preserve extends into the city of Chicago, and the Edgebrook School is located within this preserve (named after the famous half-breed chieftain, Sauganash or Billy Caldwell, who was so instrumental in saving the whites of Old Fort Dearborn from massacre in 1828). A family may move to Chicago and find practically any kind of neighborhood desired to live in, but the schools are of uniform quality for every part of the great city.

From less than 500 inhabitants in 1830, to more than 3,370,000 inhabitants one hundred years later, is the story of Chicago's growth in population. The

(Concluded on Page 82)

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The economical small size fuel used in the Spencer, feeds automatically from a storage magazine at each side, to the sloping grates, as fast or slow as the fire demands. In moderate weather when the full capacity of the boiler is not required, an added economy may be obtained by using only one of the double grates.

THERE are two costs in connection with every school heating plant installation: initial cost and operating cost. Of these, the operating cost is by far the more important, because it is continuous. Spencer Magazine Feed Heaters furnish automatic heat at lowest cost by burning clean, safe, dependable No. 1 Buckwheat Anthracite at \$6 less a ton than the larger sizes, and at a considerable saving as compared with bituminous. In localities where hard coal is not so readily available, small size by-product Coke may be used at a marked saving.

Spencer Magazine Feed Heaters also make possible another economy. The natural gravity feed "stoker" construction cuts janitor expense, by greatly reducing the time required for boiler attention.

Actual school heating experience shows that Spencer Heaters provide Automatic Heat at the Lowest Cost per Square Foot of Radiation. We will be glad to check your school building and give you your present cost per square foot of radiation, as compared with Spencer-Heated school buildings in your vicinity. For more than 30 years, Spencer Automatic Heat has successfully heated hundreds of school buildings of all types. The constant depth of fuel bed, assured with the Spencer sloping grate, gives even, uniform heat, which keeps the school room always at a comfortable and healthful temperature.

Spencer Magazine Feed Heaters are built in sizes, capacities guaranteed, to meet the heating requirements of school buildings of every size and type. Write for descriptive literature.

SPENCER HEATER COMPANY, WILLIAMSPORT, PENNSYLVANIA

Spencer Heater Company of Canada, Ltd., Toronto, Ontario

SPENCER
Magazine Feed
HEATERS
for steam, vapor or hot water



INSTANT COMMUNICATION

« « MODERN SCHOOLS REQUIRE MODERN TELEPHONE EQUIPMENT

There is a modern North "All-Relay" system to meet the telephone needs of ANY school from the ten room High School to the complete University plant.

Moderate cost, long life, reliable service, negligible maintenance and adaptability unlimited are some of the reasons why so many schools have adopted "All-Relay" equipment.

Ease and minimum expense for changes and additions are valuable features.

Increased efficiency, time saving, reduced interruptions and the many special service features make school telephones a practical NECESSITY for best results.

Our complete co-operation during negotiation, planning and installation is followed by our continued interest for years after the system is installed. Investigate—request call by our representative.

THE NORTH ELECTRIC MFG.CO.

ESTABLISHED 1884
GALION OHIO



(Concluded from Page 80)

school membership has grown even greater because only 5.5 per cent of the total population were enrolled in school a century ago, whereas 16 per cent of the present population are in the public schools, one out of every six persons.

A Century's Growth

Year	School Enrollment	City Population	Per cent of Population Enrolled in School
1830	25	450	5.5 per cent
1840	317	4,479	7.2
1850	1,919	29,963	6.4
1860	16,547	109,206	15.1
1870	38,939	289,977	13.4
1880	59,562	503,185	11.8
1890	135,541	1,099,850	12.3
1900	255,861	1,698,575	15.0
1910	301,172	2,185,283	13.7
1920	393,918	2,701,705	14.6
1930	541,302	3,373,753	16.0

The enrollment in the public schools of Chicago today, is more than the total city population fifty years ago, in 1880.

The expenditure for replacement of broken windowpanes in the Chicago public schools is tremendous, and the amount grows larger annually. During the past five years the expenditures have been as follows:

1926	\$110,246
1927	144,340
1928	158,244
1929	122,155 (11 months)
1930	162,237

If some means could be found for preventing glass breakage, a new half-million-dollar elementary school could be built every three years from the salvage.

Among the reports of the Chicago board of education for the year 1867 is found an examination for prospective teachers in the subject, "Orthography and Definitions." It appears as follows:

"Correct the following:

Preffering the kornelion hues, and seperateing the innuendoes, I will simply state that a peddlars poney ate a pottatote out of the waggin while its owner anounst that he was a travveller, and had for sale jewellerey, stastionary and every conseav-



A CHICAGO PUPIL SAFETY PATROL IN "WET WEATHER" UNIFORM

ible article of dry-goods, and confest considerable embarasment, as he was not only nearly phrenzied, but was almost sick with an eggsajgerated attack of tizzic, besides his ordinary afflixiion of kronik diarear."

THE COST OF TRANSPORTATION IN WASHINGTON

Mr. L. D. Burrus, director of research and statistics, of the department of public instruction, Olym-

pia, Wash., has issued an interesting report, in which he gives statistics covering the cost of transportation in the State of Washington.

There is a total of 1,856 school districts in the 39 counties of the state, of which 908 are provided with transportation systems. These 908 systems cover a total of 1,718 routes, with the busses covering an average travel distance of 8 miles in a one-way trip, and an average time of 36 minutes in completing the trip.

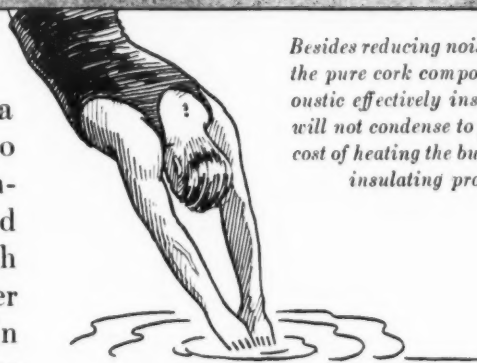
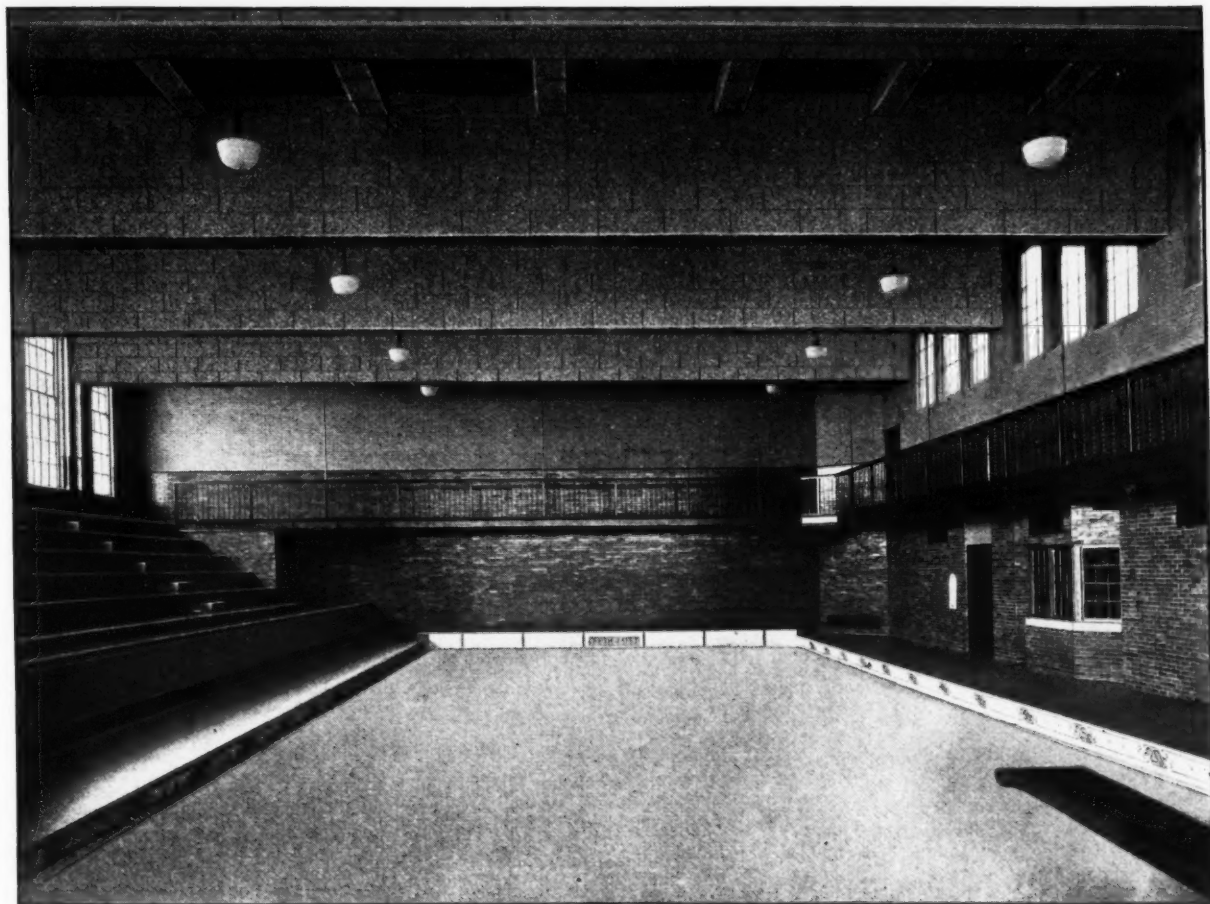
The largest number of routes is in King county, where the busses travel 5.6 miles one way, consuming an average of 26.7 minutes on each one-way trip. The smallest number of routes is in Garfield county, with 5 routes, and an average of 8.8 miles in each one-way trip, and consuming 32 minutes on each trip.

The 39 counties of the state operate a total of 1,261 busses, 317 cars, 15 wagons, and 4 boats. There are 626 district-owned conveyances in full operation. A total of 46,557 pupils are transported, including 31,330 pupils in elementary schools, and 15,227 in high schools. Of the entire group of drivers, 271 are older students, 122 are teachers, and 1,204 comprise other persons who are employed to act as drivers. The average monthly salary of the drivers amounts to \$43.18, and the average monthly cost of contracted vehicles is \$94.35.

The total amount spent for transportation in the 39 counties is estimated at \$64,837, and the average yearly cost per route amounts to \$965. The highest cost is in Whitman county, where the expenditure was \$1,063, and the average yearly cost amounted to \$1,241. The lowest cost was in Asotin county, where there was an average yearly cost of \$582. The average yearly cost per route was more than \$1,000 in 15 counties, and more than \$600 in 23 counties. The total expenditure for transportation was more than \$1,000 in 16 counties, and more than \$3,000 in 6 counties. The average yearly cost per pupil transported was \$34.25. The average yearly cost per pupil was more than \$100 in 14 counties, and more than \$50 in 14 counties. The smallest yearly cost per pupil was \$19.



I ndoors...yet all the quiet charm of the ol' swimming hole



Besides reducing noise in this college natatorium, the pure cork composition of Armstrong's Corkoustic effectively insulates the ceiling. Moisture will not condense to form unsightly streaks. The cost of heating the building is reduced, too, by the insulating properties of Corkoustic.

INDOOR swimming can be as free from noise as the quiet pool of boyhood days. Universities, as well as high schools, are finding that noise can be effectually muffled by a ceiling of Armstrong's Corkoustic. The booming echoes, so typical of swimming pools, are entirely absent. For here the cork panels absorb sound, prevent the annoying reverberations.

In other places, too, Corkoustic will help your school. Classrooms, library, gymnasium, lunchroom—all should be freed from disturbing sounds. The dignified, natural brown of Corkoustic is readily adapted to the many styles of decoration found in these rooms. Colors and designs, if desired, are easily obtained with cold-water paints and stencils.

Since Corkoustic is a cork product it also serves as an efficient insulation against heat and cold. Rooms lined with Corkoustic are warmer in winter and cooler in summer. Fuel costs are reduced, too, since heat leakage is prevented.

Write for Free Book and Samples

Let us tell you how your school may be sound quieted at reasonable cost. A copy of the book "Acoustical Correction" which gives full data on Corkoustic, and samples of this material, will be sent you free. Armstrong Cork & Insulation Company, 954 Concord Street, Lancaster, Penna.

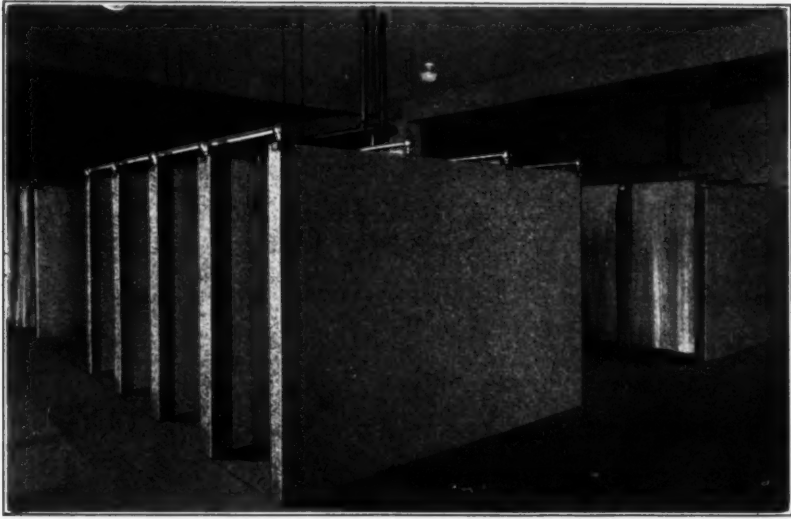


To reduce noise and absorb vibration in all types of moving machinery in school buildings, we recommend the use of Armstrong's Cork Machinery Isolation. Write for our pamphlet giving data and details on this resilient cork cushion for your equipment.

If you use a bulletin board write for samples and prices of Armstrong's Cork Bulletin and Tack Boards.

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The modern acoustical, insulating treatment



Sanitary, Economical Shower Compartments

THE major requirements for shower compartments are absolute sanitation and cleanliness. Alberene Stone because of its close-grained density, is practically non-absorbent, assuring not only ease of cleaning and sanitation but long life. Being highly resistant to acids and alkalis, this Virginia soapstone can be said to be non-staining. The natural light blue-grey color is pleasing and harmonious.

These qualities plus the structural soundness of Alberene compartments make for permanence and economy because there is no expense for upkeep or repairs. Its use provides non-slip floors—wet or dry.

Complete data and specifications are contained in our Bulletin which will be sent gladly on request.

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ALBERENE STONE



Neat, WELL PROTECTED PLAYGROUNDS *Reflect Credit*



Boisterous, care-free, irresponsible children are safe at play only when protected by dependable fence.

Playground fence that is both sturdy and attractive reflects credit on those responsible for its installation.

Continental Chain-Link Fence is CORRECT IN EVERY DETAIL. Erected under the supervision of experienced fence engineers, it will harmonize with the environment and render long years of useful service. We shall gladly advise with you concerning your fence requirements; no obligation, of course. Write us today.

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Distributors in all Principal Cities

Manufacturers of: Chain-Link, Farm, Poultry and Lawn Fence and Gates; Billets, Rods, Wire, Nails and Barbed Wire; Black, Galvanized and Roofing Sheets (150)

CONTINENTAL

TRADE MARK





Figure 272-A
B&S 90° or Quarter Bend



Figure 273-A
B&S T-Y Fitting

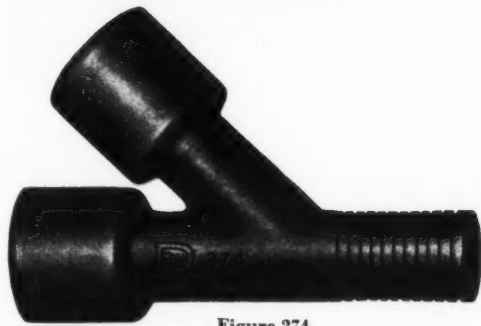


Figure 274
B&S Y Fitting

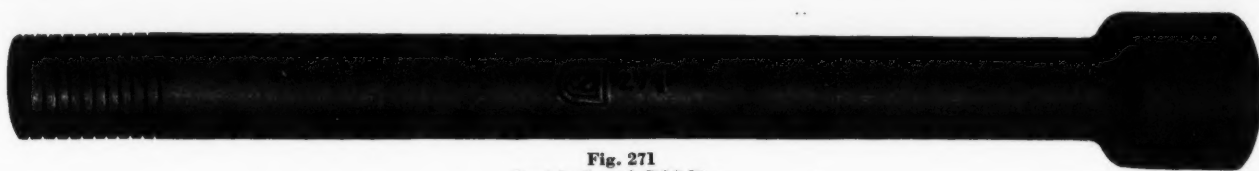


Fig. 271
Straight Length B&S Pipe



These institutions are equipped with
KNIGHT-WARE

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Chemistry Building
COLUMBIA UNIVERSITY
Chemistry Building
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Hall of Chemistry
OHIO STATE UNIVERSITY
Chemistry Building
Pharmacy Building
JOHNS HOPKINS UNIVERSITY
Chemistry Building
Hygiene Building
Biology Building
NEW YORK UNIVERSITY
Chemistry Building
WASHINGTON UNIVERSITY
Biology Building
DUKE UNIVERSITY
Chemistry Building
PURDUE UNIVERSITY
Chemistry Building
Pharmacy Building
PENN STATE COLLEGE
Chemistry Building
LAFAYETTE COLLEGE
Mining Engineering Hall
BATTELLE MEMORIAL
Chemistry Laboratory
McGILL UNIVERSITY
Pulp & Paper Research Bldg.
COLUMBIA PRESBYTERIAN
Hospital Centre

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Positively **acid, alkali** and **corrosion proof** regardless of strength or temperature of solution . . . **Tough and Durable** and resists abrasion to the highest degree . . .

Economically and **easily** installed. Hung in the same manner as any other material, one hanger per length on horizontal lines and one support per ten feet on vertical risers only being required. Joints are economically made and easily poured and will withstand fully 20 pounds pressure . . .

Less expensive than silica irons and most other acid proof equipment.

Permanent. Will last the life of the building in which it is installed.

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New York City 804 World Bldg. Beekman 1657	Philadelphia 1600 Arch Street Rittenhouse 6300-6301	Chicago 230 N. Canal Street Franklin 4658	St. Louis 1st National Life Bldg. Main 1784
San Francisco Merchants Exchange Bldg. Douglas 375	Niagara Falls 309 United Office Bldg. Niagara Falls 597	Montreal, Que. 1307 Notre Dame St., West Main 2625	

School Law

School Lands and Funds

Home-rule charter provisions relating to school matters must harmonize with the state constitution and the statutes relating thereto (Minn. constitution, art. 4, § 36, and art 8, § 1, 3; Minn. statutes of 1927, §§ 2958, 2962). — Board of Education of City of Minneapolis v. Houghton, 233 Northwestern reporter 834, Minn.

Statutes respecting the working cash fund in school districts leave amount that may be levied to the sound discretion of the board of education, but the courts may prevent an abuse of discretion (Ill. laws of 1930, special session, pp. 24, 49, 98, 110). — Mathews v. City of Chicago, 174 Northwestern reporter 35, Ill.

School-District Government

The legislation has discretion to relax a rigid rule making absolute the liability of the school-district treasurer for school funds (Minn. constitution, art. 9, § 12). — State v. Kaml, 233 Northwestern reporter 802, Minn.

A statute permitting the electors to authorize a school district to reimburse the school-district treasurer for moneys paid on account of the loss of school funds in an insolvent bank was held not unconstitutional (Constitution U. S. art. 1, § 10). — State v. Kaml, 233 Northwestern reporter 802, Minn.

A county board of education is a quasi corporation, an independent agency of the state for purposes enumerated in the statute. — Turk v. Board of Education of Monroe County, 131 Southern reporter 436, Ala.

A school district acting through the directors can only exercise the powers granted expressly to it, or necessarily implied or essential to its objects and purposes. — Seattle High School Chapter No. 200 of American Federation of Teachers v. Sharples, 293 Pacific reporter 994, Wash.

A school-district's treasurer, also the cashier of a depository bank, breached his duty by not notify-

ing the school board that the bank was insolvent, rendering him liable for the district's loss, though there was but one bank in the district. — Summit Independent School Dist. v. Lien, 233 Northwestern reporter 643, S. Dak.

An action against a school district's treasurer for refusing to account for school funds, and against his surety was held not premature because the term of the treasurer had not expired. — Summit Independent School Dist. v. Lien, 233 Northwestern reporter 643, S. Dak.

School-District Property

The home-rule charter provision, conferring powers on a city planning commission was held not to require the commission's approval as to the location of school buildings (Minn. special laws of 1878, c. 157, §§ 1, 7, 9; Minn. constitution, art. 4, § 36; Minn. constitution, art. 8, § 1, 3; Minn. statutes of 1927, §§ 2958, 2962). — Board of Education of City of Minneapolis v. Houghton, 233 Northwestern reporter 834, Minn.

The adoption of a prescribed mode of contract under the statute is a jurisdictional prerequisite to the power of school directors to contract at all. — Shackleford v. Thomas, 32 Southwestern reporter (2d) 810, Ark.

A bond for the faithful performance of a school-construction contract gives no right of action on claims of persons employed by the contractor, in view of the requirement for a statutory bond (Calif. statutes of 1919, p. 487, § 1). — Summerbell v. Weller, 294 Pacific reporter 414, Calif. App.

A statute requiring a bond for securing the performance of a public-works contract, though entitled to liberal construction, must be confined within definite limits (29 Del. laws, c. 224). — Board of Public Education in Wilmington v. Aetna Casualty & Surety Co., 152 Atlantic reporter 600, Del. Super.

A surety on a bond securing the performance of a contract for the erection of a school building, if the condition of the bond conformed to the statute, would not be liable for materials furnished the subcontractor (29 Del. laws, c. 224). — Board of Public Education in Wilmington v. Aetna Casualty & Surety Co., 152 Atlantic reporter 600, Del. Super.

Want of authority in executing a contract cannot be supplied by any attempted ratification by a school director who did not sign the contract. — Shackleford v. Thomas, 32 Southwestern reporter (2d) 810, Ark.

School-District Taxation

The duty to apply insurance money received for the destruction of a school on bonds issued to rebuild the school is held a condition incident to, rather than limitation of, power to issue bonds (Ohio Gen. code, §§ 2293-15). — Hoffman v. Pounds, 173 Northeastern reporter 622, 36 Ohio App. 492.

Bonds issued to rebuild a destroyed school purporting to be legal on their face, and sold pursuant to a public advertisement by the school district receiving the proceeds were held valid (Ohio Gen. code, §§ 2293-15, 2293-37). — Hoffman v. Pounds, 173 Northeastern reporter 622, 36 Ohio App. 492.

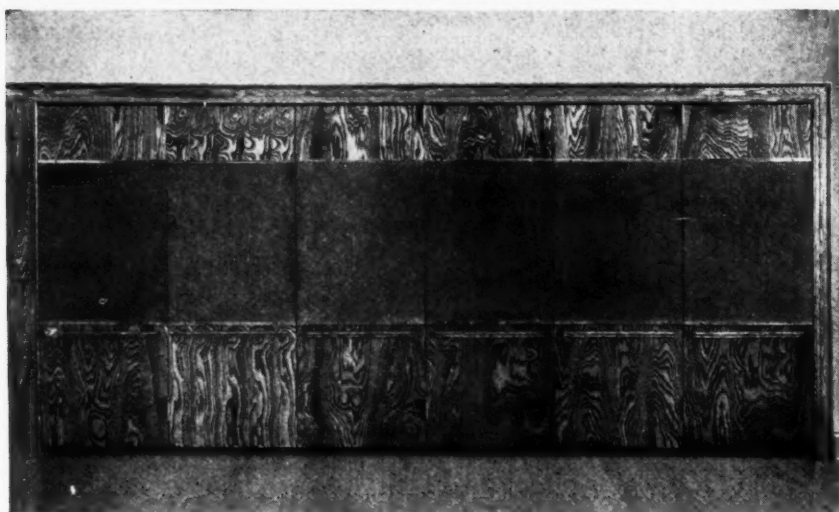
The word "accounts," as used in a school budget statute, means a mere general statement, and not a detailed financial statement of items of receipts and expenditures (Utah laws of 1925, c. 29, as amended by the laws of 1927, c. 75). — Tuttle v. Board of Education of Salt Lake City, 294 Pacific reporter 294, Utah.

A finding that the classification of titles and accounts as made by the school board in adopting a budget was equivalent to a general classification as shown by books and records of the board was held supported by the record (Utah laws of 1925, c. 29, as amended by the laws of 1927, c. 75). — Tuttle v. Board of Education of Salt Lake City, 294 Pacific reporter 294, Utah.

Teachers

The position of public-school teacher becomes permanent after teaching the length of time required by the teachers' tenure act (Calif. political code, § 1609). — Francis v. Jones, 293 Pacific reporter 803, Calif. App.

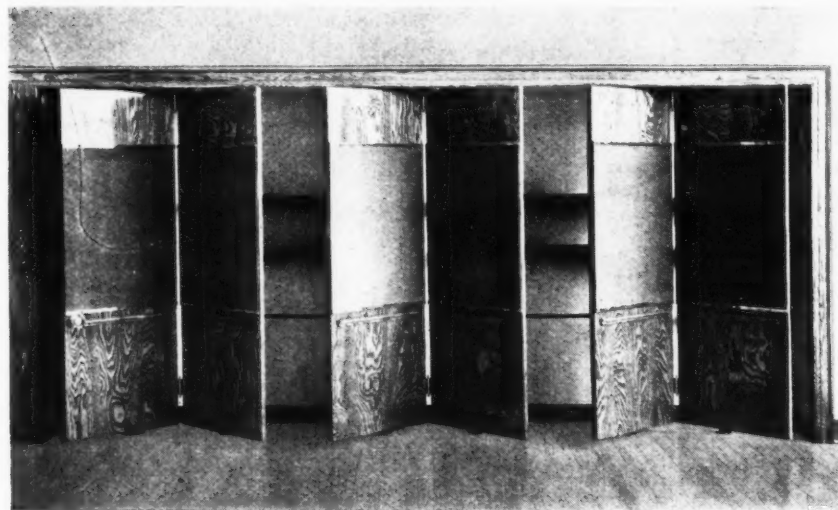
A school board had authority to adopt a resolution that no persons should be employed or continue in employment as a teacher while a member of the teachers' association and requiring teachers to sign a declaration to that effect (Rem. comp.



Architect: Paul Hueber,
Syracuse, N. Y.

Blessed Sacrament School
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Choice of two styles—Pair and Group operation. In Pair operation, each pair of doors operates as a single unit. With Group operation, all doors are under the control of one master door.

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CIRCLE A
School Wardrobes

statutes, §§ 4776, 4805-1). — Seattle High School Chapter No. 200 of American Federation of Teachers v. Sharples, 293 Pacific reporter 994, Wash.

A statute relating to the organization of workingmen and women had no application to a resolution of the school board not to employ teachers belonging to the association (Rem. Com. statutes, § 7611). — Seattle High School Chapter No. 200 of American Federation of Teachers v. Sharples, 293 Pacific reporter 994, Wash.

A contract not accepted and mailed to the board of education until seventeen days after its receipt by the teacher and three days after the time fixed by the board, was held unenforceable. — Ward v. Board of Education of Harrison Twp. Rural School Dist. 173 Northeastern reporter 634, 36 Ohio App. 557.

Teacher's contracts were not, in determining whether three consecutive years had been completed, to be construed in connection with a statute fixing the school year (4 complete statutes of 1910, p. 4763, § 106a; p. 4804, § 238; p. 4973, § 10. — Carroll v. State Board of Education, 152 Atlantic reporter 339, 8 N. J. Misc. R. 859, N. J. Sup.

A teacher's contract is the entire contract for personal service for a school term of nine months. — Auran v. Mentor School Dist. No. 1 of Divide County, 233 Northwestern reporter 644, N. Dak.

A teacher cannot employ, nor require a school board to accept, a substitute in the performance of services she contracted to perform. — Auran v. Mentor School Dist. No. 1 of Divide County, 233 Northwestern reporter 644, N. Dak.

A teacher's contract is discharged by sickness incapacitating her from performing services, and the performance is excused. — Auran v. Mentor School Dist. No. 1 of Divide County, 233 Northwestern reporter 644, N. Dak.

A teacher's recovery for a breach of the employment contract is prima facie the sum stipulated to be paid for her services, less the sums the plaintiff has, or might, with reasonable diligence, have earned. — School Dist. No. 60 of Ellis County v. Crabtree, 294 Pacific reporter 171, Okla.

The burden is on a school district to plead and prove, in mitigation of damages, that a teacher

might with reasonable diligence, have obtained profitable employment during the remainder of the term. — School Dist. No. 60 of Ellis County v. Crabtree, 294 Pacific reporter 171, Okla.

A teacher suing for a breach of employment contract need not allege or prove ability to procure other employment. — School Dist. No. 60 of Ellis County v. Crabtree, 294 Pacific reporter 171, Okla.

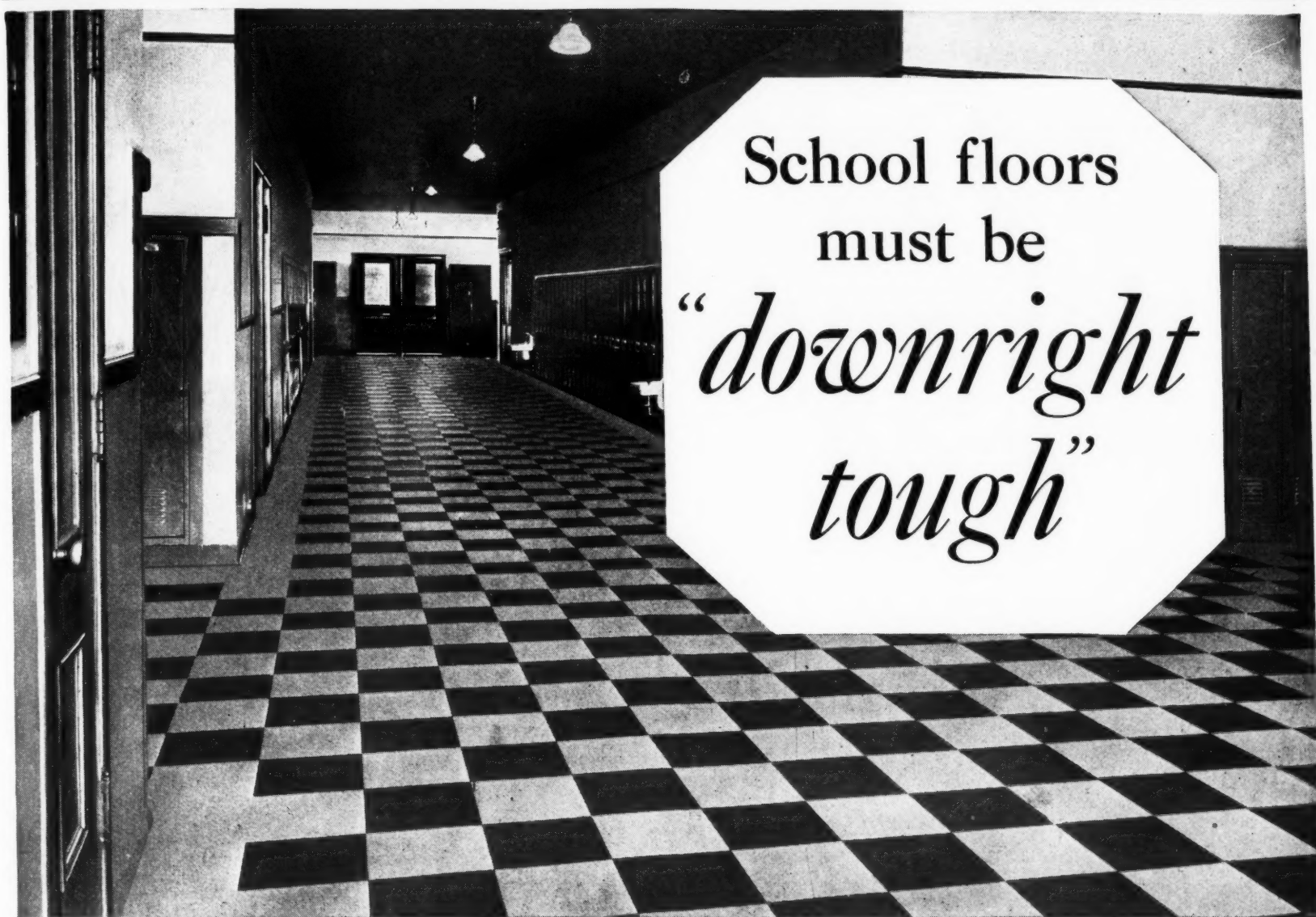
A teacher whose contract was terminated before three years' service was without the benefit of a

statute relating to service during good behavior and efficiency (4 complete statutes of 1910, p. 4763, § 106a). — Carroll v. State Board of Education, 152 Atlantic reporter 339, 8 N. J. Misc. 859, N. J. Sup.

A permanent teacher can only be deprived of her right to teach by and after filing written charges against her and a hearing had thereon (Calif. pol. code, § 1609. — Francis v. Jones, 293 Pacific reporter 803, Calif. App.

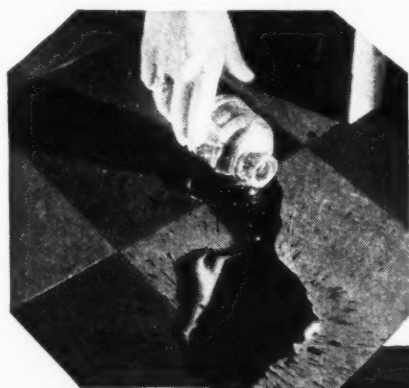


PUBLIC SCHOOL No. 124, RICHMOND HILL, QUEENS, NEW YORK CITY
Walter C. Martin, Architect of the Board of Education



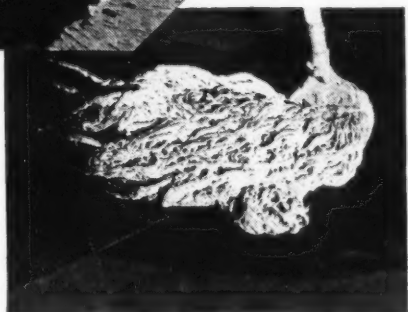
Barstow School, Detroit, Mich.,
Malcomson and Higginbotham, Architects

they can be *good looking* as well



**Easy to clean—even
when this happens**

J-M Tile Flooring can be kept clean with the minimum of work. Ordinary stains such as ink can be wiped off without leaving any blemishes or other marks. It cleans with ordinary soap and water.



DURABILITY...beauty...safety... these three qualities most desirable in a school floor, Johns-Manville Tile Flooring offers you—at low cost.

Mud and water tracked in on rainy days will not injure this tough waterproof floor—inks and ordinary acids will not stain it. It is impervious to burns—the tiles will not come loose. The attractive colors do not fade. Johns-Manville Tile Flooring stands every abuse that careless, lively feet can impose on floors. Beautiful when new—it retains its

good appearance after years of hard knocks that quickly destroy ordinary flooring.

In spite of its resistance to wear, Johns-Manville Tile Flooring has a perceptible resiliency that takes the noise out of hard heels and hurrying footsteps—that insures a safety and freedom from accidents that every school superintendent will appreciate. No student will be injured by slipping on this floor.

Attractive and pleasing in appearance Johns-Manville Tile Flooring is made in a variety of colors and with tiles both oblong and square to permit an endless variety of designs.

Johns-Manville *tile flooring*

We will gladly supply complete information on this low-cost flooring. Free booklet—"Johns-Manville Tile Flooring" will be sent you promptly. Either call the Johns-Manville local office or address Johns-Manville, 292 Madison Avenue, New York City, or 159 New Montgomery Street, San Francisco, Calif.



TYPE A

THE "SIDE WINDOW" DESIGN CONTRIBUTES GREATLY TO THE SAFETY FACTOR IN A SCHOOL BUS

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This Is Only One of a Number of Outstanding Features That Our Engineers Have Developed to Protect Your Children From Possible Injury

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 A SUITABLE
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 18 TO 62 CHILDREN
 CAPACITIES
 FIGURING 12 INCHES
 TO EACH CHILD

We are planning to have a copy of our New Catalog No. 57, telling all about School Bus Body Equipment, in the hands of every County Superintendent in the United States. Did you get yours? If not write to

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School Building News

A SCHOOL JANITOR-ENGINEER SCHOOL

A school for janitor-engineers has been conducted at Pittsburg, Kans., under the auspices of the Kansas State Teachers' College, for the past four years. A printed report just issued shows the activities engaged in at the summer school which cover five-day programs.

From the list of program subjects provided an idea may be formed as to the nature of the school. Aside from general discussions on the janitor and his relations to the school and the community, such subjects as the following are treated:

- Mops and Mopping; Cleaning Terrazzo Floors
 - Cleaning and Oiling of Wood Floors
 - Repair of Locks; Adjustment and Repair of Door Checks
 - Using Soaps and Soap Powders
 - Principles of Ventilation; Testing for Air Circulation
 - Judging Quality of Coal; Buying Coal on a Heat Basis
 - Keeping the Power Plant Clean; Summer Care of Heating Plants
 - Systematic Checking for Needed Repairs; Care and Repair of Steam Pumps
 - Repair of Electrical Fixtures and Appliances
 - Blackboard and Eraser Cleaning
 - Dusters and Dusting; Cleaning Windows; Disinfectants
 - Toilets and Drinking Fountains — Cleaning and Care
 - Care of Electric Motors; Painting Cement Floors; Discussion
 - Plumbing Measurements; Taking Care of Expansion
 - Plumbing Repair; Fixing Leaks, Toilets, Fixtures, and Traps
 - Care of Lawns and Shrubs
- The standard supplies, tools, and equipment necessary for the successful operation of a school

plant as related to the janitor-engineer service are enumerated. The housekeeping duties are outlined in detail. The school enjoys a good attendance and its work is accepted with considerable enthusiasm and interest.

RULES GOVERNING SCHOOL JANITORS

The Chicago board of education has been asked to adopt rules and regulations governing janitors in the employ of the schools. The proposed rules read as follows:

Appointment. Appointment of janitors shall be made pursuant to the provisions of an act entitled, "An Act to Regulate Civil Service in Cities."

Sec. 1. It shall be the duty of the janitor to protect the interests of the board of education in every possible manner. He shall use the strictest economy compatible with the supplies furnished and the good service demanded.

Sec. 2. The janitor shall receive his orders from the engineer-custodian.

Sec. 3. Janitors shall be entitled to sick leave in accordance with the rules of the board of education and Civil Service Commission.

Sec. 4. Janitors shall be allowed vacation on the following basis, viz.: For less than one year's service, one day for each month of actual service. For more than one year and up to 15 years, two weeks. For more than 15 years, three weeks.

Sec. 5. The janitor shall be on duty 44 hours per week; 8 hours each Monday, Tuesday, Wednesday, Thursday and Friday, and 4 hours Saturday.

Sec. 6. The janitor shall be paid overtime for all time worked in excess of the aforementioned 44 hours per week at the rate of \$1.14 per hour except when the work is done on Saturday afternoons, Saturday evenings, Sundays and holidays, when the rate shall be \$1.52 per hour. A minimum of 4 hours shall be allowed on all Sunday and holiday work. A proportionate increase of overtime to the increase in pay.

Sec. 7. The necessary amount of janitor help required for each school building shall be one janitor for each 20,000 square feet in floor area. Another janitor shall be employed where there are 10,000 square feet or more above the regular 20,000 square feet.

Sec. 8. Extra janitor help shall be added to the above quota in buildings where extra cleanings, scrubbing or large amount of sidewalks, yards and shrubbery makes such additional help necessary, as will be agreed upon by the business manager of the board of education and a representative from the School Janitors' Union No. 46.

Sec. 9. For night schools, community centers, and activities other than regular day schools, the amount of janitor help will be based on Section 7, and the amount of the building used.

Sec. 10. Transfers. A janitor shall not be transferred except by agreement with the business manager and representative of School Janitors' Union, Local No. 46.

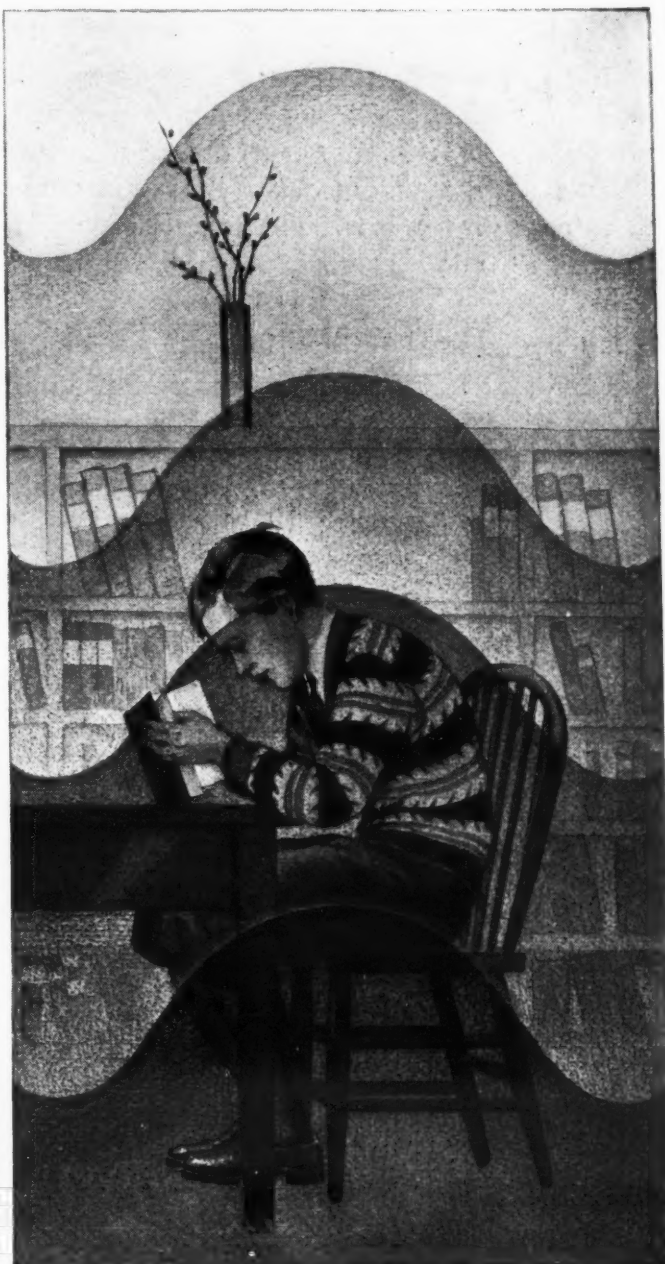
URGE SCHOOL BUILDING TO HELP JOBLESS

Chancellor Elmer E. Brown, of New York University, speaking in a radio address under the auspices of the President's Emergency Committee on Employment, urged colleges and universities to provide employment by undertaking construction and repairs.

Chancellor Brown put forth the plea that universities, colleges, and other educational institutions begin to expand their building operations during the time of unemployment. He pointed out that to erect a building at this time is to take advantage of the low cost of material, to relieve unemployment, and to quicken the activity of all those industries which are tributary to building construction. It serves to accentuate the upward turn from a period of discouragement and inactivity.

"As regards new construction," said Chancellor Brown, "the advantages are most enjoyed by institutions which have had the foresight to project their plans of building and landscape for a long time to come. They are ready to answer questions as to type of building and architecture, and what particular location is most imperatively needed. More fortunate still are those institutions which have plans matured, dreams ready for realization, and all things ready for the auspicious moment. All of our educational institutions, no matter how

(Continued on Page 90)



Which depicts the lighting in your school?

Many so-called "backward" school children are not backward at all, but simply handicapped by improper lighting—*unbalanced* lighting. Balanced Lighting weighs the advantages, for a given purpose, of all types of fixtures and glassware. It determines proper application

of the unit chosen (See chart at left). There is a Graybar lighting specialist waiting to help you secure the best lighting — Balanced Lighting. The coupon will bring you further information.

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*This advertisement is one of a series showing installations of leading floor manufacturers.
Copyright 1931*



Courtesy of the Flexotile Floor Co., Rockford, Illinois.

(Continued from Page 88)

well housed and equipped, have those gaps which could be filled this year with double glory to the givers and double gain to the whole community."

BUILDING NEWS

♦ New York, N. Y. The school board has adopted its largest building program, calling for 85 new schools and playgrounds to cost between \$65,000,000 and \$70,000,000. The 1931 program provides for 85 new buildings in five boroughs, to house elementary, high, and special schools, with accommodations for 100,000 pupils on a full-time basis. The construction schedule aims to concentrate relief for the more rapidly growing areas of the city, particularly in Queens, Brooklyn, and Bronx boroughs. It eliminates as far as possible the remaining short-time classes in the elementary schools and makes the largest reduction ever attempted in part-time instruction in the high schools.

♦ The several school buildings of Cadiz, Ohio, are to be equipped with plaques, noting date of erection, personnel of board of education, name of architect, and contractors. The plaques are to be made of a combination of finest wood and bronze.

♦ Alhambra, Calif. The school board has awarded the contract for a 2-story elementary school, to cost \$115,000. Mr. R. C. Farrell, of Alhambra, is the architect.

♦ Minneapolis, Minn. Mr. George F. Womrath, business superintendent of schools, has recently outlined a new program of repairs, alterations, and improvements to school buildings, involving an expenditure of \$25,000,000. Mr. Womrath pointed out that the present large expenditure for repair operations has become necessary because the board of estimate has failed over a period of years to grant the necessary funds for actual needs.

♦ West Allis, Wis. The school board is facing the problem of additional school accommodations. According to enrollment figures, there has been an increase of 310 students in the past year. Both the junior and senior high schools are overcrowded at the present time.

♦ Tacoma, Wash. The school board has estimated that a material increase must be made in

the means of housing the high-school students during the next two years. Both high schools are seriously overcrowded, which has resulted in disciplinary problems, overlarge classes, and congestion in corridors.

♦ South Bend, Ind. A booklet on school-building designed and edited by Galen B. Sargent, assistant superintendent of schools, has recently been issued by the school board. The booklet outlines the school-building program since 1921 and gives a description of the architectural design, the accommodations, and the construction costs of each school. The program, which includes the erection of twelve schools, will be completed next September with the opening of the Donmoyer School.

♦ Providence, R. I. The school board and the city council have recently taken steps toward a continuance of school-building operations during the coming year. Plans have been prepared for three district senior high schools, and for additional elementary buildings. During the past five years, progress has been made in the development of platoon schools, with library, gymnasium, and other special facilities. During the coming year, the last of a series of eight junior high schools will be completed, at a total cost for the eight buildings of more than \$7,000,000.

♦ Morristown, Tenn. A new Rosenwald colored elementary school is in process of erection. The building will be completed at a cost of \$30,000.

♦ Eagle Pass, Tex. A new ward school and addition to the high school have been completed, at a cost of approximately \$100,000. The ward school contains eight classrooms, an auditorium, and offices. The high-school unit contains four classrooms, gymnasiums, and an office.

♦ Newark, N. J. The board of school estimates has approved the 1931 building budget, calling for an appropriation of \$1,850,000 for city schools. The amount is \$35,000 less than the board had asked. Of the total amount, \$1,080,000 will be used for the erection of a junior-senior high school, and \$526,000 for school land and sites.

♦ Philadelphia, Pa. The Master Carpenters' and Builders' Company has notified its 91 member contractors not to submit bids on the new school-ad-

ministration building. The board of education recently readvertised for bids, having refused to accept the bids submitted previously on the work. The contractors' association has threatened legal action against the school board as a result of its action.

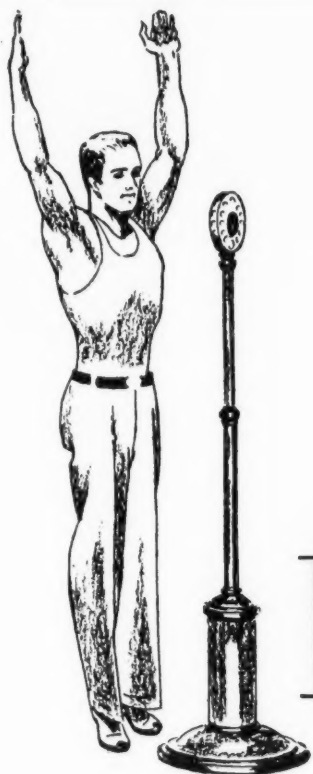
The controversy between the contractors and the school board had been in progress for some weeks. The school officials then decided to throw out all bids received on the building because of a lack of confidence in the responsibility of the lowest bidder. Another reason for asking the new bids was the fact that prices for building materials have dropped and the board desired to take advantage of this drop in prices. The action was opposed by the contractors' association because it would cause the building profession an additional expense of \$25,000 for revising their estimates in making new bids.

♦ The new Lucy Anthony School at Madison, N. J., dedicated on March 2, has been named in honor of a teacher who has worked 27 years in the district and who is still active. The exercises were in charge of Supervising Principal Harry A. Wann. The principal addresses were delivered by Walter B. Davis, county superintendent of schools, and Dr. William M. Gilbert, of Drew University. The unusual action of the school board in honoring a living teacher is due to the unusual influence wielded by her upon the boys of her earlier classes.

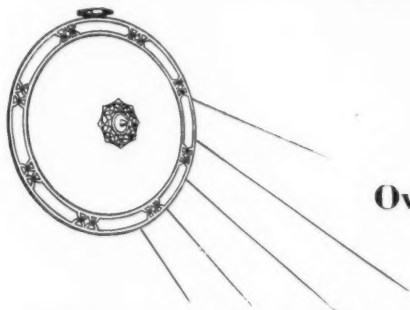
♦ Green Bay, Wis. The school board has begun work upon a five-year school-building program which is to be presented shortly to the city council for approval. The building program follows a survey of the school-building needs which was recently completed. A new junior high school and an elementary school are part of the program.

♦ Anticipating a large increase in school and city population, the school board of Longview, Tex., has made plans for a new building program. A new colored school will be erected during the summer. It has been decided to delay somewhat the preparation of building plans for white schools until conditions have become stabilized.


(Concluded on Page 92)



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teacher's voice reaches every room in the school at the same time. Via loudspeakers, his commands are heard distinctly, amplified in their original naturalness. This quality of reproduction is always high, as equipment is made to Bell System  standards by telephone makers. Its use is equally effective, when used with a radio receiving set or with Western Electric Music Reproducer, playing standard records. Mail the coupon; it will bring list of school users.

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Formerly Progressive School Equipment Manufacturing Company

(Concluded from Page 90)

♦ Woodward High School, Cincinnati, Ohio, is completing plans for the celebration of the 100th anniversary of its founding, which will take place in October, 1931. An entire week will be given to the celebration of the great event. The Woodward faculty, students, and alumni association are participating in the plans for the centennial. A special pageant for the occasion has been prepared. The school will hold open house from October 19 to 24. (Add News of School Officials)

♦ Escanaba, Mich. A junior high school now in course of construction, will be completed and occupied in September. The building will house 700 junior-high-school students, in addition to a number of special-class groups.

♦ The school board of Woodbine, Iowa, has sold \$70,000 worth of school bonds to a Des Moines banking concern, at a premium of \$1,455. The bonds carry an interest rate of $4\frac{1}{4}$ per cent.

♦ Syracuse, N. Y. The city council has added \$250,000 to the 1931 budget for the extension of school facilities in the east end of the city.

♦ New York, N. Y. A total of 140 new schools, with a combined capacity of almost 240,000 seats, have been opened, or put under way during the past five years, at a total cost of \$143,416,811. The figures include new school structures opened since 1926 and thirty other projects either under construction at present, or shortly to be placed under contract.

The construction record of the building bureau from 1926 reveals an average of more than one new school every two weeks. Of the 140 buildings opened during the past five years, 125 house elementary classes, and 15 are high schools. The total cost of the grade schools was \$81,182,621, while \$37,008,755 was expended for high-school buildings.

♦ Milwaukee, Wis. The school-building committee of the board of education has received the revised five-year building program, which calls for an expenditure of \$8,500,000 between June 1, 1931 and June 1, 1936. The total amount is to be spent for the construction of school buildings and purchase of sites. This year \$2,155,000 of the total will be acquired from taxes and the sale of bonds.

A total of nineteen building projects are included in the revised program. Eight of these are under way, or will be shortly.

♦ Charlotte, Mich. The court has rendered a decision in the Pottersville school case, to the effect that the election for the purpose of erecting a gymnasium is illegal. It was ordered that the defendants be restrained from causing the bonds to be issued and from letting a contract for the erection of the building. The defendants were taxed the costs of the suit which amounted to \$25.

♦ Algona, Iowa. The school board faces a serious problem through the failure of the contractors to complete a school building. The contractors had the building almost inclosed, when they failed financially and were compelled to stop work for lack of funds. The school district has been asked by the bonding company to take charge of the work and complete the building.

♦ Marion, Ohio. The school board has sold \$450,000 in bonds to a Cleveland banking concern. The bond issue is the second group in a \$750,000 school-building program.

♦ Providence, R. I. The school board has asked the citizens to approve a bond issue of \$5,000,000 for the next two years, to finance the erection of regional high schools and an additional elementary school. The board has approved a building program which is intended to relieve the present congestion and to remove all fire hazards.

♦ Delaware, Ohio. The end of a two-year controversy is seen with the agreement of the school board and the architects to resume work on the new high-school building. During this period, three boards had attempted to deal with the problem, lawsuits had been fought in the courts, and petitions for various sites circulated.

♦ Erie, Pa. The department of internal affairs has approved the school board's bond issues of \$400,000 for new school sites, alterations, improvements, and new construction.

♦ Covington, Tenn. Two buildings were recently completed for the high school, at an estimated cost of \$200,000. The buildings comprise a 12-room annex, with classrooms, library, study rooms, and offices, and a vocational building, with classrooms and shops for the special subjects, and a fine gymnasium.

♦ The city of Painesville, Ohio, voted a bond issue of \$165,000 last November, which was intended to provide fourteen more classrooms. With a reduction in the cost of material and labor the board of education is now enabled to provide eighteen instead of fourteen classrooms.

♦ Knoxville, Tenn. The city council has asked the local board of education to reduce the school budget this year in order to make possible a tax rate of \$2.10. On March 4, a meeting was held, at which teachers, principals, and board members listened to the city officials, who explained the plans for retrenchment. During the meeting the mayor was hissed and the city manager was booed as they explained the city's critical financial situation. A resolution was adopted by the school officials, protesting against any appreciable reduction in the budget of the schools.

♦ Tekamah, Nebr. The voters recently approved a bond issue of \$125,000 for school-building purposes.

♦ The 1931-32 budget for the Detroit schools has been fixed at \$33,244,495, which is \$3,371,210 less than originally set up. The combined emergency relief and regular building program of \$9,400,000 now under way will provide approximately 19,225 additional pupil capacity during the next budget year. There will be 1 new high school; 1 intermediate; 11 elementary buildings; 29 elementary, intermediate, and high-school additions.

♦ Geneva, Ohio. A new schedule of class periods has been inaugurated in the high school, under the direction of Supt. D. R. Frasher. The school day is divided into six periods, each sixty minutes in length. Each period allows time for recitation and preparation of homework.

♦ Seventeen years of service to the schools of Cleveland, Ohio, was honored on February 23, when Mr. E. M. WILLIAMS, president of the board of education, was given the degree of LL.D. by Rollins College, Winter Park, Fla. The degree, which was conferred by Dr. Hamilton Holt, president of the college, was for leadership in public-school administration. Mr. Williams has been a member of the school board since 1914, and president since 1920.

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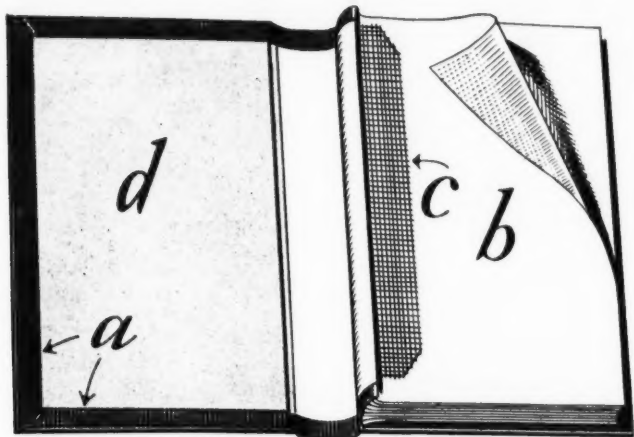


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Thus the board is the foundation for the entire binding, as well as a protection for the printed pages. If the corners and edges of the board break down, the pages are exposed to injury; if the board is too soft, the end leaves will loosen and the book will fall out of the cover. This is why any failure on the part of the board will result in the immediate weakening or destruction of the binding.

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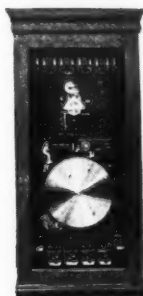
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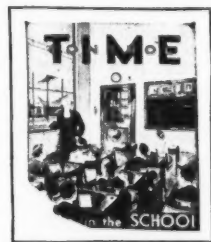


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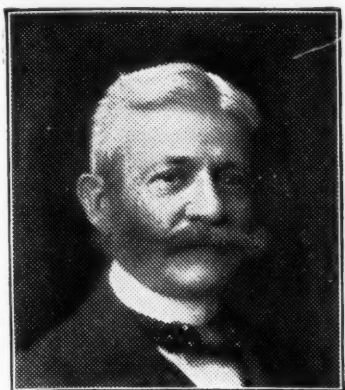
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Personal News of Superintendents

♦ Supt. R. E. CHENEY, of Escanaba, Mich., has been reelected for a new three-year term. The contract carries a provision that Mr. Cheney is to have a leave of absence during the second year to complete his studies at Teachers College.

♦ Supt. J. W. BROWNING, of Mott, N. Dak., has been reelected for another term, with a substantial increase in salary. Mr. D. G. STUBBINS, principal of the senior high school, was also reelected, with an increase in salary.

♦ Supt. E. C. DEERING, of Marshall, Tex., has been reelected for a new term of two years, after completing six years of service.

♦ Mr. J. ARTHUR ANDERSON, of Benson, Minn., has been elected superintendent of schools at Mankato.

♦ Mr. O. H. RUTENBECK has been elected superintendent of schools at Avoca, Iowa, succeeding H. T. Cox.

♦ Supt. W. L. GARD, of Beardstown, Ill., has been reelected for a fourth term.

♦ Supt. H. B. BLACK, of Mattoon, Ill., has been reelected for another year.

♦ Supt. M. C. MURRAY, of Michigan City, Ind., has been reelected for another year.

♦ Supt. C. J. POWELL, of Aberdeen, Wash., has been reelected for a new three-year term.

♦ Supt. C. C. JACOBSON, of Canton, S. Dak., has been reelected for a three-year term.

♦ Supt. S. L. HARDIN, of Mission, Tex., has been reelected for another three-year term.

♦ Supt. HARRY E. MOORE, of Fairbanks, Alaska, has been reelected for another year. Mr. Moore will enter upon his fifth year as superintendent of the farthest north school in North America.

♦ Funeral services were held on March 5 for Dr. JAMES MONROE EDSALL, district superintendent of schools of New York City, who died suddenly of a heart attack on March 3. Dr. Edsall was educated at the Albany Normal School and served as principal at Roxbury and High Falls, N. Y. In 1887 he became principal of Public School 101, Brooklyn, and in February, 1901, he was elected an associate superin-

tendent of schools. He was a member of the board of directors of the School of Pedagogy of the Brooklyn Institute of Arts and Sciences, and president of the New York Teachers' Association.

♦ Supt. W. P. FLATT, of Trenton, Tenn., has been reelected for another year.

♦ Supt. F. U. WHITE has announced his resignation as head of the school system of Galva, Ill.

♦ Supt. L. L. RICHARDS, of Port Hope, Mich., has been reelected for another year.

♦ Supt. LIVINGSTONE MCCARTNEY, of Hannibal, Mo., has announced his retirement at the end of the present school year.

♦ Supt. R. O. SMITH, of Maryville, Tenn., has been reelected for another year.

♦ Supt. W. L. GARD, of Beardstown, Ill., has been reelected for a fourth term.

♦ Dr. W. H. SAMUEL, oldest surviving principal of schools of Philadelphia, Pa., died on March 1. Dr. Samuel, who was 94, retired in 1916, after completing 48 years of service in the schools. He was a graduate of the University of Pennsylvania and enjoyed a varied career in educational work.

♦ Supt. H. D. FILLERS, of Corsicana, Texas, has been reelected for a two-year term. Mr. Fillers is entering upon his tenth term in the superintendency.

♦ DISTRICT SUPT. JOHN P. CONROY, in charge of the Districts Nos. 13 and 14, of Manhattan, New York City, was recently congratulated upon attaining the age of 70 years. Dr. Conroy who retires at the close of the current school term, has completed almost fifty years of service as teacher, principal, and superintendent. He attended St. Francis Xavier College, Columbia University, and New York University.

♦ Mr. O. E. KNUDSON has been elected superintendent of schools at Pipestone, Minn., to succeed C. H. Maxson.

♦ Supt. DRAPER, of Jefferson, Iowa, has been reelected for a three-year term.

♦ Mr. W. C. GASS, of Pleasanton, Nebr., has been elected superintendent of schools at Trenton.

♦ Mr. C. L. BOYLE, superintendent of schools at Oroville, Calif., has announced his resignation, to take effect at the close of the school year.

♦ Mr. W. L. STEPHENS, superintendent of schools of Long Beach, Calif., has announced his resignation, to take effect on August 1.

♦ Mr. C. E. HATCH, of Kirkland, Wash., has announced his resignation, to take effect at the close of the school year.

♦ Mr. C. J. POWELL, of Aberdeen, Wash., has been elected superintendent of schools, to succeed the late George B. Miller.

♦ Supt. J. D. HOWELL has been reelected head of the school system at Honey Grove, Tex.

♦ Supt. C. C. JACOBSON, of Canton, S. Dak., has been reelected for a three-year term.

♦ Supt. M. E. SMITH, of Canby, Minn., has been reelected for another year.

♦ Supt. C. H. GALLOWAY, of Metuchen, N. J., has been made a life member of the National Education Association.

♦ Supt. GEORGE D. EATON, of Clarion, Iowa, has been reelected for another year.

♦ Supt. L. C. GEE, of Greenville, Tex., has been reelected for another term. Mr. Gee is serving his twenty-fifth year in the superintendency.

♦ Mr. A. L. COOK, for nine years superintendent of schools at Harbor Beach, Mich., has accepted the superintendency at Rochester, Mich., for the new term beginning with July 1. Mr. RALPH BROTHERTON, formerly principal of the high school, succeeds Mr. Cook at Harbor Beach.

♦ PRINCIPAL JOHN J. O'REILLY, of Public School 24, New York City, celebrated his golden jubilee, with the completion of fifty years of service in the city school system. The alumni of the schools in which he has served during this long period gave a testimonial dinner for him in honor of the occasion.

♦ Mr. W. D. BLAINE has succeeded C. C. Casey as superintendent of schools at Longmont, Colo.

♦ RALPH WENTWORTH is the new principal of the Hillhouse High School at New Haven, Conn. He succeeds Charles L. Kirschner, resigned.

♦ Mr. W. A. KINCAID has been elected superintendent of schools at Montpelier, Vt., succeeding Mr. S. O. Hutchinson, who retired on July 1, 1930, after a service of nineteen years as head of the schools. Mr. Kincaid, the successor of Mr. Hutchinson, was formerly connected with the New York State Education Department. He holds a master of arts degree from Teachers College.

♦ WALTER H. HELLMAN, the first student to enter Hebron College, Hebron, Nebr., in 1911, on February 20 was inaugurated as its president. The inauguration marked the twentieth anniversary of the school. Mr. Hellman was graduated in 1915 with the first class, and later attended Capital University, from which he received the A. B. degree. In 1927 he received the A.M. degree from Washington State University.

Book News and Reviews

HOW MINNEAPOLIS SELECTS AND BUYS SCHOOLBOOKS

The Minneapolis board of education has recently adopted a report of Dr. C. R. Reed, superintendent of schools, outlining a method of selecting, adopting, purchasing, and distributing textbooks. The procedure is of value, because it involves a number of useful ideas for general application. The report, as adopted, reads as follows:

Textbook Procedure

1. Schoolbooks will be divided into two classifications, textbooks and library books.

a) A textbook is one definitely assigned for student use in relation to a course of study, and adopted and allotted for such use by the board of education. Textbooks shall be classified into free, rental, and sales texts; into elementary, junior-high, senior-high, and extension texts.

b) A library book is one selected from the approved library list for reference or other special work by pupils or teachers. Where library books are proposed for use in quantities greater than five of any one title to a building, special approval by the board of the increased allotment must be secured and incorporated in the approved library list.

2. The recommendation for the adoption of any textbook must specify the allotment and the manner of its use.

3. Adoption shall be for three-year periods.

4. Recommendations for adoption shall be in the hands of the board by the fifteenth of April. Regular adoptions must be made before the first of June, and will be effective the first of September.

5. Library lists are to be approved annually by June 1. Library books will be selected from the list approved by the state department of education and the state school librarian, with the addition of such books as are approved by the board at any time during the year.

6. Principals of the several schools will be allowed to select from the list approved by the board library books best fitted to their needs. The appropriation for library books will be distributed upon a pro-rata basis among the schools, the requisitions of the principals to be made directly to the business superintendent.

7. No textbook, or library book, is to be used in any school which is not an adopted textbook, or an approved library book.

8. Textbooks in the third year of their adoption period will be automatically recommended for re-adoption, unless a request for a change is initiated in one of the following ways before December 1: (a) by the superintendent of schools directly, or (b) by written request of the subject supervisor, or assistant superintendent to the superintendent, or (c) by written request of eleven teachers of the subject, or five interested principals, addressed to the superintendent of schools.

9. All publishers will be notified of contemplated changes in textbooks.

10. Used books not specifically readopted on the old or new allotment basis may be turned in for exchange to the business department. If a satisfactory exchange is not possible, such books will be turned into the business department to be disposed of to the best advantage.

11. Teachers' committees for the consideration of textbooks will consist of not less than nine members and will be appointed by the superintendent not later than December 1.

12. A professional library will be maintained in the superintendent's office in charge of a trained librarian. The functions of the librarian will be (a) to act as secretary of a committee appointed by the superintendent to prepare library lists for the approval of the board; (b) to supervise the requisitioning of all library books by the schools; (c) to keep a composite shelf list of all library books; (d) to centralize the mechanical work necessary for the proper coding and cataloguing of all library books.

13. Before recommending the adoption of any textbook, the teachers' committee shall be instructed to (a) study the Minneapolis course of study in the field; (b) study similar courses of

study from other cities; (c) study any objective evaluations of textbooks in the field made by our own and other curriculum-revision departments; (d) secure any needed assistance from the curriculum-revision department, from principals, supervisors, and administrators; (e) submit to the superintendent an outline of the plan of textbook evaluation; (f) examine the various textbooks under consideration. The committee may call upon representatives of the publishers to present the merits of their books at an open meeting.

14. The report of the teachers' committee recommending adoption will be made directly to the superintendent. The report will then be referred to the proper committee of principals.

15. There will be three principals' textbook committees appointed by the superintendent, one consisting of five elementary principals, one of five junior-high principals, and one of five senior-high principals.

16. The principals' committee will make its report to the superintendent.

17. The superintendent's recommendation to the board will take into consideration the reports of the various committees, together with the opinions of principals and supervisors.

18. Recommendations of textbooks will be laid on the table for one meeting before adoption by the board.

19. Recommendations for the adoption of summer-school, extension, and special vocational texts will be made directly by the superintendent.

20. The superintendent will present recommendations concerning approximately one third of the textbooks now in use by April 15, 1931, another third by April 15, 1932, and the remainder by April 15, 1933, thereby establishing a three-year rotation plan covering all texts. Not more than two thirds of the existing series of textbooks may be changed at any one adoption.

21. All books now in use in the system shall be continued, whether purchased following adoption by the board or unadopted, but no further purchases of any unadopted books will be made, except in cases of emergency and then only following board action.

22. The business department must keep a perpetual inventory of textbooks. The librarian will

keep available for the business department its composite shelf list.

23. The business department will buy only such books as are authorized by the board, and not in excess of any reasonable estimate of the authorized allotment.

TO HONOR MCGUFFEY, AUTHOR OF THE MCGUFFEY READERS

An organization known as the McGuffey Society was recently formed at Akron, Ohio, with J. F. Barnhart as its president. Its membership includes some of the most distinguished men in the state.

William Holmes McGuffey, author of McGuffey's readers was born in Pennsylvania, September 28, 1800. His parents came from Scotland. Two years after the birth of William Holmes the family moved to Ohio settling at Cortsville, Mahoning county, in the vicinity of Youngstown. He became president of Cincinnati College in 1836. He died May 4, 1873.

Alexander H. McGuffey, a younger brother of William Holmes, was born in Mahoning county, Ohio, in 1816. He became a professor in Woodward College, Cincinnati. He died in Cincinnati, June 3, 1896.

The first four of the McGuffey series of readers were compiled by William Holmes McGuffey. The first and second readers were published in 1836 and the third and fourth readers in 1837.

The McGuffey's Rhetorical Guide or Fifth Reader was compiled by Alexander Hamilton McGuffey and was published in 1844. This was revised in 1853. In 1866 it was discontinued and the McGuffey's New Fifth Reader took its place.

In 1857 McGuffey's New Eclectic Reader was added to the series.

The McGuffey's Speller was compiled by Alexander Hamilton McGuffey and published in 1846.

The McGuffey readers went through several revisions during the more than ninety years that they have been published.

The McGuffey readers are still being used in a number of places in various parts of the country.

It has been estimated that fully 80,000,000 copies of the McGuffey spellers and 122,000,000 copies of the McGuffey readers have been sold.

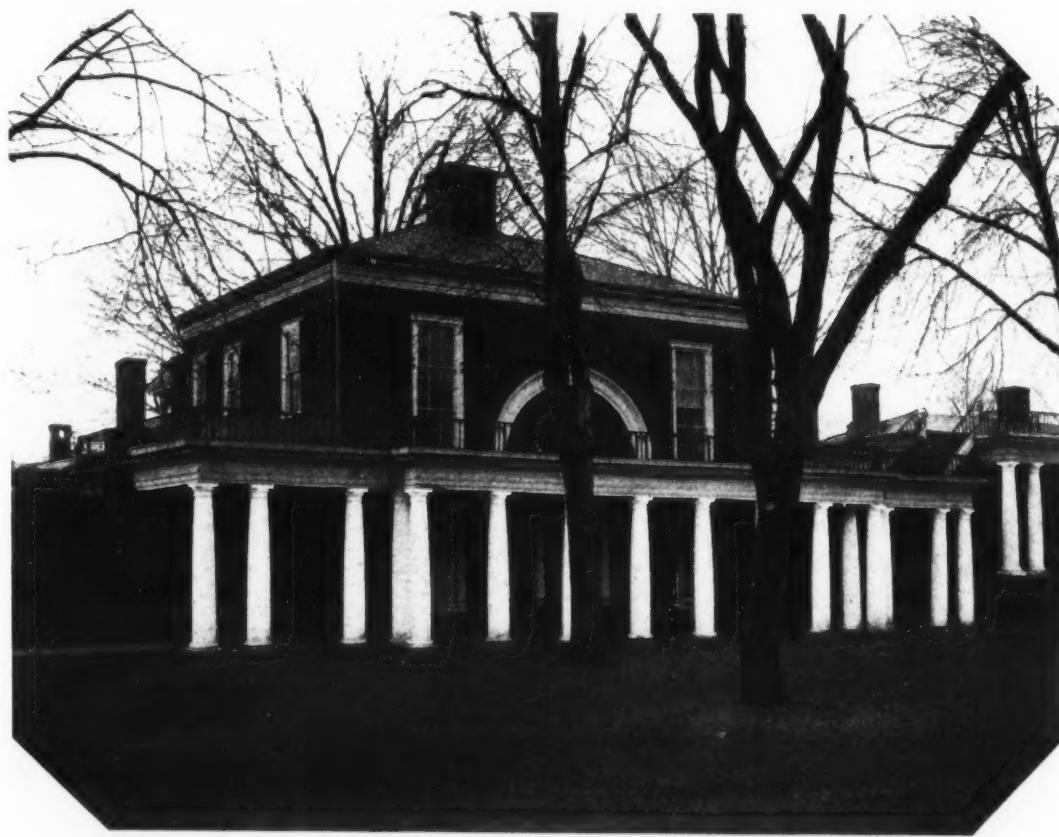
NEW BOOKS

New Junior Business Training

By Frederick G. Nichols. Cloth, 388 pages. Published by American Book Company, New York City.

This is a prevocational text designed to fit a junior-high-school course. It unfolds to the stu-

(Continued on Page 98)



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(Continued from Page 96)

dent the need of some business knowledge in all the vocations and professions in which men engage. In other words, there is a business side to every calling. Thus, the problems presented deal with business methods and organization, thrift, budgets, records, and accounts.

The student is introduced to dealings with a bank. He is told about checks, drafts, promissory notes, borrowing, lending, and depository service. The text travels into the various transactions usually engaged in the course of general business life. The part which transportation, communication, insurance, and the like, play in the business world is explained.

The several divisions of labor as constituted in a well-organized business institution are explained, the duties that go with the several jobs are outlined. The student is also told how to apply for a position and how to get ahead in life.

My Educational Guidebook

By Robert H. Rodgers and Harry S. Belman. Paper cover, 24 pages. Price, 20 cents. Published by The Bruce Publishing Company, Milwaukee, Wis.

It is a matter of common knowledge that the average student is not clear as to what direction his future lifework ought to take. He looks into the future with a feeling of doubt and trusts that in the shift of things something will turn up that will suit his fancy and afford him a career. He may have likes and dislikes, and vague notions as to his adaptability, but no definite plan as to his future or the method of arriving at a conclusion.

And yet there is a way of determining what the student's goal ought to be, and the manner of establishing ambition, desire, and aptitude. The most logical beginning is found in self-analysis, self-examination, and self-assertiveness. The student who seeks a career suited to his own genius must first ascertain what that genius is. He must know all about himself in order to reach a logical conclusion as to the route he ought to travel in order to succeed.

The educational guidebook prompts the child to discriminate between likes and dislikes and sift out the things that have their appeal. The self-examination provided reveals mental and temperamental

trends, inclinations, and capacities. It leads to the choice of a calling. The child comes to a realization of what he must get for himself in the way of an educational equipment in order to realize his ambition.

The book is provided with questions and blank spaces for the answers which the student himself supplies. The questions all relate to himself, his occupational interests, his physique, his habits and manner of life. The book when filled out not only constitutes an inventory of the educational equipment, but opens the way for the choice of a calling, and the most essential step in the direction of vocational guidance.

The Sir Riger De Coverly Papers

Edited by H. G. Paul, Ph.D. Cloth, 215 pages. D. C. Heath and Co., New York.

Handy pocket size, attractive "leather designed" green cloth cover add a tone to the book. Students will like to see the book on their shelves. Besides, the editor has written an introductory note copiously illustrated, taking the reader to the streets and homes of London in the days of the "spectator."

The philosophy of Addison and Steele may be a little advanced for the junior-high-school stage, but with the guidance of a good teacher and the "Notes and Helps" which supplement the essays the student will acquire not only an understanding of the times and human nature in general, but also a taste for literary style.

My Health Habits

By Charlotte Townsend Whitcomb, John H. Beveridge, and Evelyn Estelle Townsend. Cloth, 149 pages. Published by Rand McNally and Company, Chicago, Ill.

This is Book One of a series of three books. The text and illustrations address themselves to little children. There are pretty little stories in prose and rime dealing with scenes and situations likely to attract the child mind. They emphasize the health side of things and make for cleanliness and wholesome child activities. The illustrations which are supplied by Ruth Caroline Eger are in color and well done.

20th Century Workbook in American History

By Gale Smith. Paper, 112 pages. Price, 35 cents. Benton Review Shop, Fowler, Ind.

Correlating with any history textbook, the material of this workbook for high schools is organized to promote independent and connected thinking. The work is divided chronologically into eighteen units, each containing references, an outline, map exercises, studies, tests, and discussion. Self-scoring and objective tests allow pupils to record their own progress. Attention is centered on blank maps for project work, with names and routes contained in each period studied to be inserted. This activity adds much toward making history live in the pupils' minds.

A Survey of National Trends in Biology

By Edward J. v. K. Menge. Cloth, 156 pages. Price, \$2. Published by The Bruce Publishing Company, Milwaukee, Wis.

The survey first found expression in a series of lectures which Professor Menge, an acknowledged authority, delivered before South American universities. Their value at once came into recognition to an extent as to warrant their publication in form accessible to the students of the subject in the United States.

The survey brings out the recognition which biology has attained in the several countries of the world, what problems have been solved during the past 30 years, and what problems are deemed fundamental at the present time. The author also concerns himself with the influences which the subject has wielded in politics, education, philosophy, psychology, religion, etc., among the people of several countries.

The volume is supplied with an exhaustive bibliography covering the subject of biology.

Old World Wonder Stories

Cloth, 112 pages. D. C. Heath and Company, Boston.

Four favorites—Whittington and His Cat, Jack the Giant Killer, Tom Thumb, and Jack and the Bean Stalk—make up this revised edition of a book first issued in 1901. The new edition is well worth having in any school.

(Concluded on Page 100)

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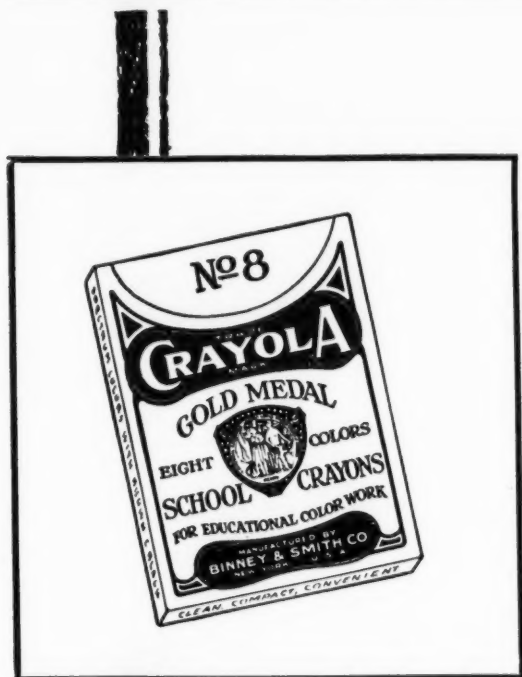
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(Concluded from Page 98)

State Support for Public High Schools in Wisconsin
 By John G. Fowlkes and L. F. Jones. Paper, 80 pages. Price, \$1. State Teachers' College, Bowling Green, Ky.

This study suggests a technique for determining the state support of high schools in Wisconsin. It recommends a rather elaborate method of determining the financial ability of districts, the financial effort exerted by districts, and a method of simulating the improvement of high schools. It recommends a series of ten studies which are considered necessary for finally solving the problem.

Stories of the Youth of Artists

By Mary Newlin Roberts. Cloth, 300 pages, illustrated. Price, \$2.50. Thomas Y. Crowell Company, New York City.

Twenty tales of children who later became world-famous artists.

The Negro in Modern Industrial Society

By Dean Dutcher. Cloth, 138 pages. Published by the author at Lancaster, Pa.

This book is an analysis of the changes which took place in the occupations of Negroes during the decade from 1910 to 1920.

Plane Trigonometry with Tables

By William Wilder Burton. Cloth, 238 pages. Price, \$2.50. Thomas Y. Crowell Company, New York City.

This text for colleges and engineering schools follows the standard method. The use of logarithms and natural functions is insisted upon because of their value in practical work.

Test and Practical Pad

Second Grade. By J. W. Studebaker, F. B. Knight, and W. C. Findley. 105 pages. Price, 32 cents. Scott, Foresman & Company, Chicago, Ill.

Work in basic facts of addition and subtraction are here presented in 46 units, all standardized.

Physical Capacity Tests

By Frederick Rand Rogers. Cloth, 54 pages. Price, 75 cents. Published by A. S. Barnes & Co., New York, N. Y.

Offers direction for making tests and an interpretation of results.

The Indians in Winter Camp

By Therese O. Deming. Cloth, 126 pages. Published by Laidlaw Brothers, New York City.

This little volume tells in word and picture something about Indian life. There are Indian children at play and at work. The sights and scenes encountered are vividly described. The text is printed in large type and suited for little children who are still in the primer stage of reading.

A Graphic Method of Obtaining Partial-Correlation Coefficients and Partial-Regression Coefficients of Three or More Variables. By Ernest R. Wood. Paper, 70 pages. Bulletin No. 37. January, 1931, University of Chicago, Chicago, Ill. The purpose of the study is to simplify the partial-correlation method to such an extent that clerical help; after very little training, may be relied on to obtain the partial-correlation coefficients, the partial-regression coefficients, and the partial-regression equations of three or more variables. The possible uses of the partial-correlation method are numerous. There is need for a wider use and understanding of the method in the field of education, where such complex skills as reading, language, writing, spelling, arithmetic, and typewriting are being analyzed into numerous elements. The study brings out the fact that this material may be used as an aid in analyzing situations, skills, and abilities, and in evaluating their elements, and that the method of obtaining them should be simplified to the extent that clerical help can be relied on to carry through such work.

Rural Schoolhouses, School Grounds, and Their Equipment. By Fletcher B. Dresslar and Haskell Pruett. Bulletin No. 21, 1930, of the U. S. Office of Education, Washington, D. C. The advance which has been made in the construction of city school buildings has, with rare exceptions, characterized what we term "the rural schoolhouse." The improvements which have been made in the country school have resulted largely from the efforts of students of school hygiene, of whom Dr. Dresslar has been a pioneer. The present pamphlet furnishes a cross section of present practice in rural-school planning and is intended as a guide in determining what is good in rural school architecture. The pamphlet takes up in detail such topics as the planning and erection of rural schoolhouses, the preparation of the plans and financing of the building program, the construction of the building, and the remodeling of rural schoolhouses for better administration and sanitation.

The Master Farmers of America and Their Education. By Oliver S. Hamer. Bulletin No. 2, December, 1930. Issued by the University of Iowa, Iowa City. A group of farmers, known as the Master Farmers of America, was assigned the task of making this study, which had for its aim, a study of the range of activities carried on by the master farmer from the viewpoint of training to make him efficient in these activities. The study aimed to determine to what extent education, as carried on in the schools and outside the schools, was a factor in the success of the farmer, and to reveal what facts and influences were most

potent in developing an American farm population that will be intelligent, successful, and happy.

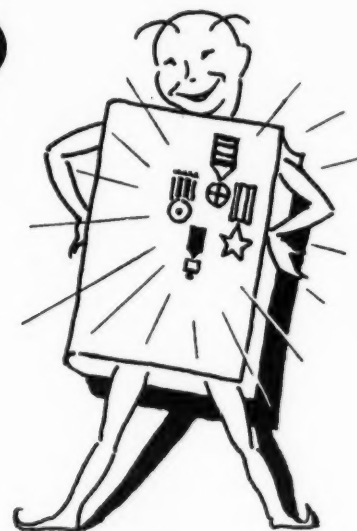
The Development of Imagination in the Preschool Child. By Elizabeth G. Andrews. Bulletin No. 4, November, 1930. Issued by the University of Iowa, Iowa City. The purpose of the study was to trace the development of imagination in the preschool child and to ascertain the relation to intelligence, chronological age, sex, and individual differences. The results of the test indicated that the preschool child could be tested in a controlled situation, and that a series of stimuli ranging in difficulty from a complete reproduction of a familiar object to a schematic representation by dots and lines, would give a range sufficient to measure the imagination of children of these ages. Both technique and observed results are valuable for educators.

Predicting the Scholastic Success of College Students. By C. W. Odell. Bulletin No. 52, 1930. Price, 30 cents. Issued by the University of Illinois, Urbana. This bulletin is a report on a study of a group of high-school seniors who have been followed through college, or until they discontinued their collegiate training. The conclusions presented should be of interest to those who are called upon to advise high-school graduates with reference to attending college, and to those who advise college students. The report presents considerable valuable data, showing the accuracy of high-school marks, intelligence-test scores, and other data in predicting the persistence in school and the marks of college students. The problem has been attacked by the methods of simple and multiple correlation, and the accuracy of the predictions are based upon the best multiple-regression equations.

Analysis and Evaluation of the Learning Situation in a Classroom. By David H. Pierce. Paper, 8 pages. Price, 35 cents. Published by D. H. Pierce, New York University, New York. Much has been achieved in the measurement of pupils, but it is admitted that standardized tests do not measure the most important part of child growth, the development of ideals and attitudes. This score card, with its explanatory manual, is a device for evaluating the total learning situation in the classroom. The score card is brief and easily administered, and may be used in all grades, from the kindergarten through the high school. School superintendents, principals, and supervisors will be interested in this new device for evaluating the teacher in her own classroom situation.

Fire Prevention Exhibits. Fifteen pages. Price, 10 cents. National Fire Association, Boston, Mass. Contains photographs and descriptive information on exhibits and window displays used to dramatize fire prevention.

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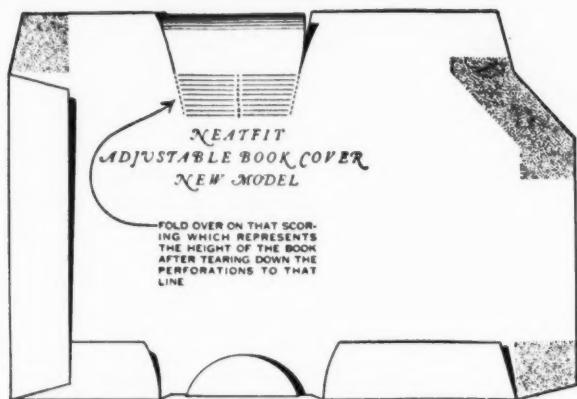
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School Administration Notes

♦ Donations to public schools in Wisconsin below the college level since 1902 total \$1,243,993, according to a report of John M. Callahan, superintendent of public instruction. The total number of donations by Mr. Callahan is 109, of which 107 were for specific purposes. The donations were in the form of cash, land, buildings, and equipment, and only a few were in trust-fund terms.

♦ Elizabethton, Tenn. A special room for retarded pupils of the sixth and seventh grades has been successfully operated during the past year. The plan has proved so successful that the school authorities have ordered the opening of similar rooms in other schools of the city-school system.

♦ Electra, Tex. Promotion by subject has been practiced in all the elementary grades above the second. The plan which is a simple administrative problem, has been used for three years with great success. Under the schedules conducted in each of the three elementary schools, the pupils are able to carry out the work required of them.

In the classes in reading and writing, a plan has been used whereby children are eliminated in classwork after they have reached a point 10 per cent above the regular eighth-grade standard performance, as determined by standard tests and scoring scales. In reading, the plan provides that those eliminated from classwork must complete all the reading assigned to the regular class. Any child who fails to maintain high standards in both subjects is required to return to the roster. The plan operates on the principle that it is not wise to force a child to continue in classwork after he has reached a high state of proficiency, because it wastes the time of both teacher and pupil.

♦ The De Witt Clinton High School, of New York City, the largest in the world, employs 284 teachers, 18 first assistants, and 36 clerks, making a total staff of 336 persons.

♦ The board of education of Johnson county, Iowa, has adopted a five-year program of textbook adoptions, the same to go into effect in July next.

♦ Columbus, Ohio. A reorganization of classes in the schools was effected at the opening of the second term, with a saving of \$60,000. The reorganization which was effected with the cooperation of the teaching and supervisory staffs, made it unnecessary to employ additional teachers to handle a large increase of pupils.

♦ An experiment in radio broadcasting as a supplementary project in schoolwork was inaugurated recently over WIBA at Madison, Wis. A series of programs sponsored by the Madison board of education, was broadcast to the public and parochial schools. A feature of the program was a series of talks by men and women prominent in the field of education.

♦ The Oregon Teachers' Association has outlined objectives for the improvement of education in the state. The objectives include centralization of the state system, enlargement of school units, adoption of an adequate system of finances, improvement of supervisory methods, adoption of a standard of training, unification of the school system, improvement of buildings and equipment, and adoption of a standard system of school records.

♦ A comprehensive survey of radio in education has been begun by the Federal Radio Commissioner Harold A. Lafont to determine how much time is being devoted by broadcasting stations to educational programs. The survey seeks to give concrete information on the extent of educational broadcasting, and to determine whether there is justification in the demand of educational groups for 15 per cent of the available broadcasting facilities to be assigned to accredited educational institutions. The analysis will indicate how much time is being devoted to programs of educational character, as against the number of hours each station is licensed for operation. Educational programs will then be divided into those broadcast from institutions of learning, those broadcast from studios by educators, and other general educational data.

♦ Dr. C. J. Galpin, of the U. S. Department of Agriculture, Washington, D. C., has proposed the consolidation of townships, small villages, and even counties in various sections of the country, as a means of reducing taxes and providing rural sections with modern schools and other local institutions. Dr. Galpin pointed out that a single family is too small to maintain a good school and a teacher, but that this family may easily pay its share of the expense, if enough families unite their funds for education. He cited instances where certain counties had reduced their overhead expenses by consolidation of their institutions.

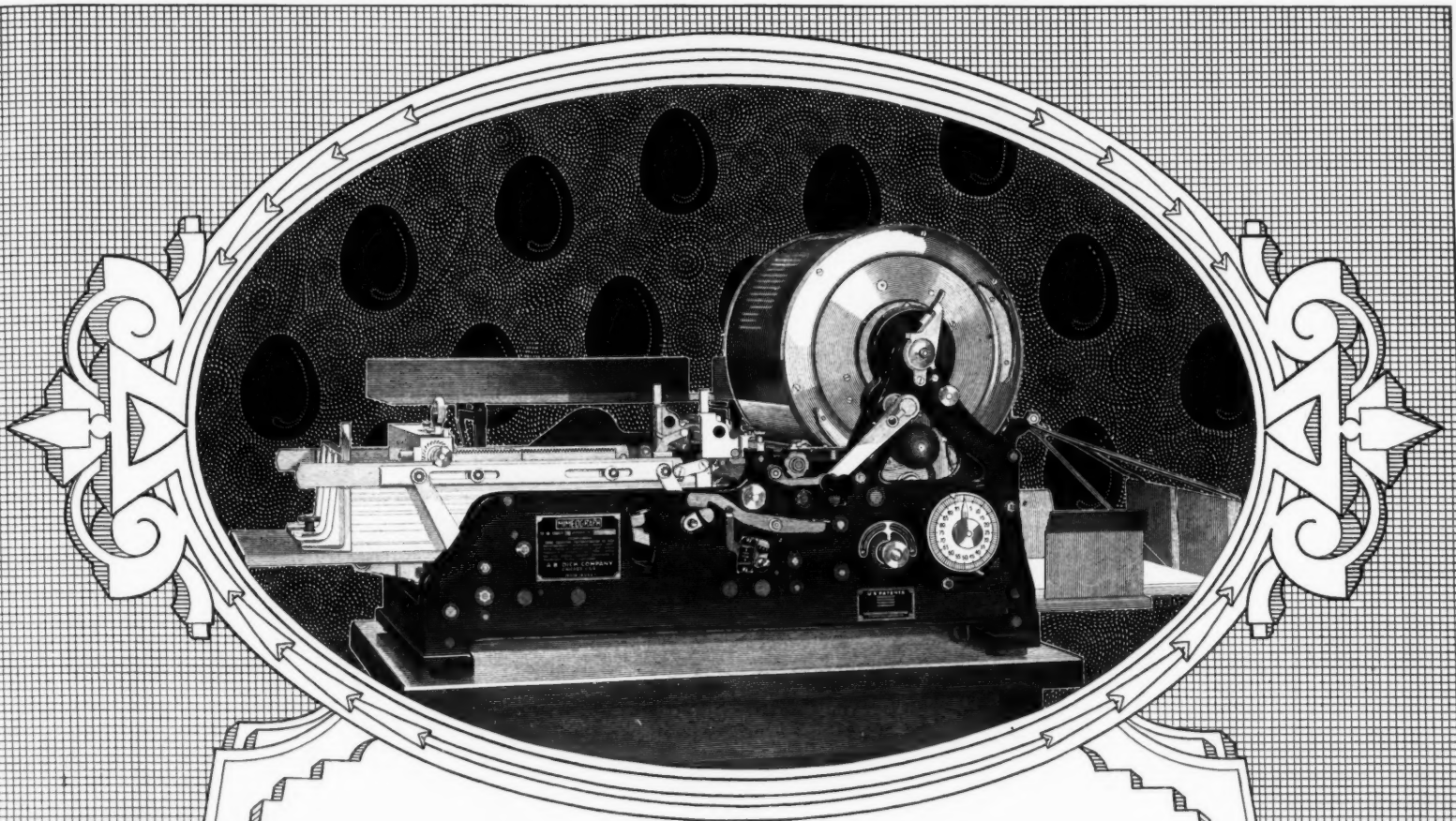
♦ Eagle Pass, Tex. The supervisory staff of the schools has been enlarged by the employment of a full-time supervisor of elementary schools.

♦ New York, N. Y. Figures recently compiled show that continued progress is being made in reducing short time in the city schools. There are now 45,764 pupils on short time, a decrease of 19,582 from the total of 1930. Short time in the elementary schools was decreased during the year by 12,020, so that on January 31 there were 23,647 short-time pupils in the grade schools. In the high schools, the decrease was 6,351, the remaining total being 22,117.

In the matter of increases, the elementary schools reported an increase of 577 pupils, and the high-school gain was 1,095.

♦ Pontiac, Mich. The school board has voted to rewrite its coinsurance fire policies so that the annual cost will be between \$6,000 and \$7,000 instead of falling heavily some years and lean during others. The policies will be rewritten so that approximately one fifth comes due each year, leveling off expenses over a five-year period. Refunds of \$913 were received by the board from its 90 per cent fire insurance, due to lower rates and improvements to fire hazards.

♦ Sioux City, Iowa. The school board has taken steps to protect school property against safe crackers and sneak thieves. The board has taken out two insurance policies, one of which protects the safes and vaults from thieves, and the other the school buildings and their contents.



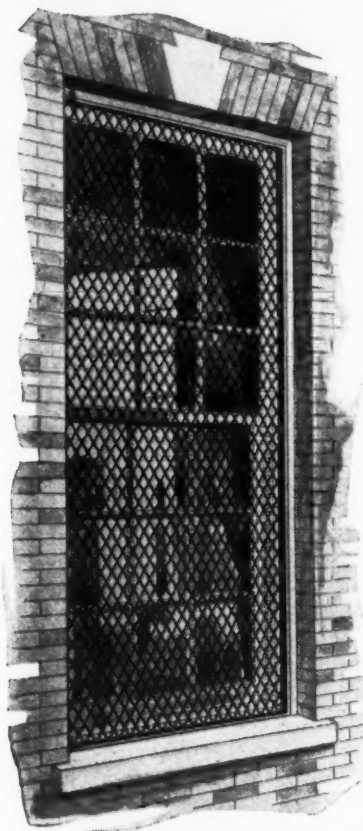
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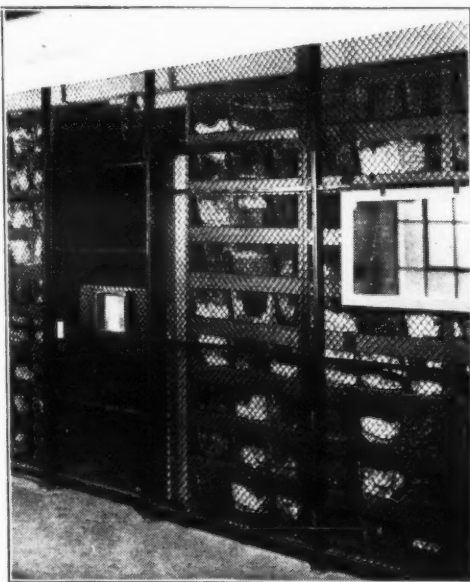
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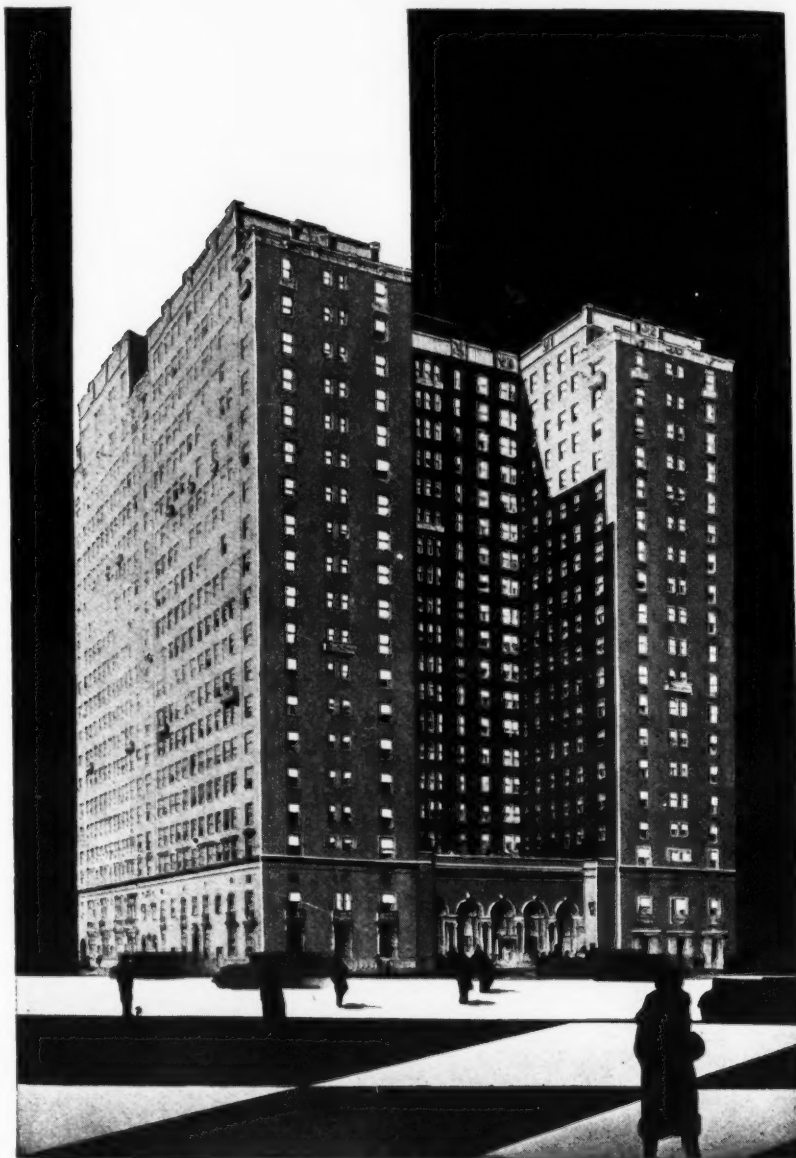
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School Hygiene

RULES GOVERNING SWIMMING POOLS

The Chicago board of education has adopted a report of the committee on health and sanitation, covering rules for the sanitary regulation of swimming pools when used by evening schools or community centers. The rules read as follows:

I. General Regulations

1. Swimming pools in all school buildings under the direction of the board of education shall at all times while in operation be in charge of a regularly appointed teacher of physical education.
2. Instructors shall at all times while giving instruction be properly attired in costume approved by the director of physical education.
3. There shall be available at all times and ready for emergency use one pole of proper length and one life preserver on ropes.

II. Regulations Governing Persons Using Pool

1. Each and every person desiring to use the swimming pool shall present to the instructor a certificate of medical inspection not more than a month old, showing that he is free from any contagious disease and which certificate shall be signed by a reputable physician.
2. No person shall enter the swimming pool without first visiting the toilet and taking a thorough cleansing shower bath in the nude, using warm water and soap and thoroughly rinsing off all soap suds before entering the pool room and passing an inspection to be given by the instructor in charge.
3. Persons suffering from eruptions of the skin or other communicable diseases shall not be permitted to use the pool.
4. No person shall wear a swimming suit unless it has been previously properly and thoroughly sterilized.
5. Only tank suits which meet the requirements of the director of physical education shall be worn into the swimming pool.
6. Persons using the pool must provide for their use, at their own expense, an approved tank suit, towels, and soap.

III. Regulations Governing Permits

1. No permit for the use of the swimming tank shall be issued on Saturdays, Sundays or holidays.
2. No admission charge shall be made by outside organizations to persons desiring to make use of the swimming pool.
3. Swimming pools in buildings used for evening school and community-center purposes shall not be rented to outside organizations.
4. Organizations making application for the use of the pool must agree to abide by the rules and regulations of the board of education and make good any damage done to the property of the board.

IV. Regulations Governing Rental Charges

1. Rental charge to outside organizations for all pools shall be \$50 per evening, except Crane and Tilden, which shall be \$65 per evening. This includes the use of the swimming pool, showers, and dressing rooms.

MAKING DRINKING WATER SAFE FOR SCHOOL CHILDREN IN THE RURAL SCHOOL

Garry Cleveland Myers

The average rural school gets its water supply from local springs and wells. The water from such sources is not always safe. No member of a school board should be able to sleep comfortably until he is sure of the safety of the water which the children of his schools drink. Tests should be made several times each year. The county health commissioner looks after this matter in some states but he may need to be checked up. It is the duty of the board of education to guarantee safe drinking water to every child.

A certain spring or well may be available and declared safe, and the supervisors and his teachers instructed to have it only used. But other springs and wells may be visited by the children. Either these should be made safe, or the children absolutely kept away from them.

There still lurks among the country places a good deal of typhoid fever, dysentery, and other ills usually traceable to drinking water. Protective measures instituted by the schools not only will

protect the children; they also will educate the homes to develop better health. In several large cities last year there was not a single case of typhoid fever. The supply of water and the milk supply were well guarded. It is possible to free the country from this terrible disease. Let the board of education do its bit. It is responsible for the purity of the water which the school children drink.

EXCLUSION AND EPIDEMICS

Excluding children from school or, at least, separating them from other children, has proved effective in reducing the incidence of disease in schools. There is no disgrace in being kept away from school for public health reasons. Those schools or rooms that have attendance contests and build up the notion that a child must attend school at all costs are mixing values. Attendance at school may be very definitely undesirable and every school should have some official machinery through which exclusion may be carried out.

The principal represents the final authority and nurses, physicians, and teachers should be instructed to refer to the principal suitable children for exclusion. *No school should ever be without official and recognized exclusion machinery.* The Ohio Department of Education, in its circular for February, 1931, lists the following conditions as sufficient cause for exclusion:

Disinclination to enter into daily activities.
Lassitude, drowsiness, faintness.
Fever, chills.
Unusual flush or pallor.
Dizziness, nausea, vomiting.
Sore throat.
Red, watery eyes.
Nasal discharge.
Skin eruption or rash.
Frequent or spasmodic coughing.
Convulsions.
Acutely swollen glands.
Headache or severe pain anywhere.
Earache.

Ample reasons for the above exclusion signs are that:

1. Unusual rash or skin eruption may indicate scarlet fever, German measles, chickenpox, smallpox, ringworm, scabies, impetigo.

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2. Sore throat may indicate diphtheria, scarlet fever, measles, tonsillitis.

3. Red or discharging eyes may indicate measles, German measles, pink eye.

4. Running nose may indicate measles, diphtheria, scarlet fever, influenza, cold.

5. Cough, frequent, spasmodic or with whoop, may indicate whooping cough, measles, tuberculosis, cold.

The teacher, nurse, health and physical-education teacher, or principal, should never make a diagnosis or give suggestions for treatment. Physicians, only, by ethical and legal right are the ones empowered with the ability to diagnose. The medically untrained person may safely and reasonably exclude on the basis of conditions observed and does not need to name the disturbance.

THE DESIGN OF DRINKING FOUNTAINS

A committee report of the American Water Works Association contains the following specifications for the essential features in sanitary drinking-fountain design:

1. All types of drinking fountains with vertical jets are to be condemned.

2. Most types of drinking fountains with slanting jets are to be condemned.

3. To be sanitary, drinking fountains must conform to the following specifications:

a) The jets must be slanting.

b) The orifices of the jets shall be protected in such manner that they cannot be touched by the fingers or lips, or be contaminated by droppings from the mouth, or by splashing from basins beneath the orifices.

c) The guards of the orifice must be so made that infectious material from the mouth cannot be deposited upon them.

d) All fountains must be so designed that their proper use is self-evident.

FIRST AID FOR RURAL SCHOOLS

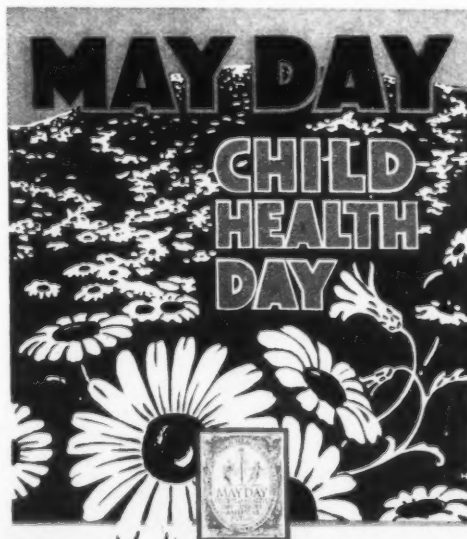
The Michigan state department of health suggests the following simple first-aid kit for rural schools:

Container: A small tin or pasteboard box with a cover (a candy box will do).

Contents: (1) A ½-ounce bottle of 2-per-cent mercurchrome with a rubber stopper and a glass rod 10 cents; (in districts where there might be ob-

jection to an antiseptic, use liquid green soap for cleansing); (2) one tube plain vaseline, 10 cents; (3) one yard of ½-in. adhesive, 10 cents; (4) one 2-in. bandage, 15c; (5) one-half dozen safety pins, 5 cents. Total, 50 cents.

Note. Articles which may be contributed by the children as they become interested in the use of the kit: (1) Toothpicks for cleaning nails. (2) A small brush for use in scrubbing hands. (3) Blunt scissors. (4) Old muslin which has been boiled and ironed with a hot iron, then wrapped in freshly ironed newspaper. (5) One square yard of old sheeting for arm slings. (6) Old newspapers for making a splint for a broken arm. (7) A stick and a stone for a tourniquet.



Dedicate this day to the health of children everywhere and to parents and workers whose devotion is realizing child health and protection as a national ideal.



MAY DAY WILL BE CHILD HEALTH DAY

TESTING PUPILS' HEARING AT PROVIDENCE, RHODE ISLAND

The school hygiene department at Providence, R. I., recently presented to the board of education a report on the audiometer tests for hearing, which were made during the period from February 3 to June 13, 1930. The tests were given to all pupils in the schools from the third grade up through the junior high schools.

The purposes of the tests were:

1. To discover all cases of defective hearing.

2. To carry out a program that would make it possible for the hearing of some pupils to be restored to normal, or at least improved.

3. To avoid future loss of hearing through proper treatment.

4. To enable the school to plan a program that would best serve the needs of those pupils whose hearing is below normal.

The tests were made by using a 4A audiometer, which had a graduate phonograph record of the human voice. With this instrument it was possible to make a test of forty pupils at a time.

The test sheets are divided into four groups by scoring:

Group 1. For normal hearing, less than 9 per cent loss in each ear.

Group 2. For border-line cases, 9 to 12 per cent loss in either ear.

Group 3. For marked cases, 15 per cent or more loss in both ears.

Group 4. For serious cases, those having a total loss of hearing in either ear or both ears.

Pupils who failed to make a satisfactory score in the first test, or those whose record indicated 9 per cent or more loss in hearing, were given a second test for the purpose of eliminating certain errors that might occur in any test.

The scores of pupils who failed to make a satisfactory score, with a list of names and other helpful information, were sent to the central office. A list of the pupils with defective hearing was sent to the principal of the school, with a letter asking that they be given proper and careful consideration in seating, so they might get the full benefit of the teacher's instruction.

(Concluded on Page 108)



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Select radio programs for any room.
Special selections from phonograph records.
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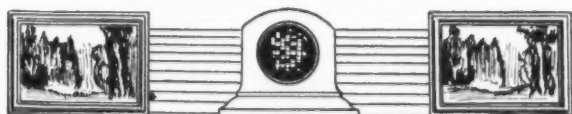
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SCHOOL authorities have no right to expect the best work of instructors and pupils in noisy classrooms. Recent experiments have shown that noisy surroundings lessen accuracy, reduce mental speed, and decrease accuracy of memory. Furthermore, under noisy conditions 19% more energy is required to perform a given task. And noise hinders the brightest pupils and best instructors most. Classrooms must be quieted to improve the efficiency, patience, and disposition of teachers and to assist the progress, comfort, and health of pupils.

But noise-quieting is only part of the story. Acoustics must be correct as well, so that pupils in all parts of the classroom can hear the instructor clearly, for poor grades are often the result of improper hearing conditions.

Acoustex, applied to classroom ceilings, absorbs from 50% to 75% of disturbing noise. It provides proper hearing conditions in all parts of the room. Furthermore, its interesting textured surface is always attractive—never monotonous or conspicuous. It does not distract pupils from their work—does not encourage idle curiosity. Acoustex is pleasing to the eye as well as the ear.

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Send for our special bulletin describing acoustical treatment for school buildings. The coupon will bring it without obligation.

Many leading schools have installed Acoustex with complete success for quieting noise in corridors, lunch rooms, vocational departments, laboratories, swimming pools, gymnasiums, libraries, offices—for improving hearing conditions in chapels, school rooms, lecture halls, and auditoriums. Acoustical treatment is essential in these large rooms to insure undistorted reception of the amplified sound of radio and talking picture equipment.

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Also you will appreciate the better appearance of each school room where the Miller wardrobe has been installed. Write at once for the catalog which explains the multiple operation single control principle which governs this unusual school equipment.

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(Concluded from Page 106)

The follow-up of cases included interviews of each pupil, home visits to advise parents concerning the defects, and letters to parents, asking that the child be examined and the card filled in by the physician at the time of the examination and sent to the school office.

It is planned that all pupils found with defective hearing be given an otological examination. It is possible that if cases are allowed to continue with out care until a later survey, they may register a further loss of hearing, and the damage may continue beyond the possibility of repair. Arrangements have been made for coöperation with local hospitals for the care of cases unable to be attended by private physicians or specialists.

HYGIENE

♦ The National Health Council, New York City, has announced the removal of its offices from 370 Seventh Ave., to the new Nelson Tower Building, 450 Seventh Ave. The council had been in the former building since its organization in 1921, and the new quarters were necessary because of the expansion of the council's work and the development of its numerous activities among the fifteen constituent members.

The closing of the schools as a means of combating an epidemic is not always the wisest procedure says the Wisconsin state board of health. "The policy of the board is that if a sufficient number of pupils are available for attendance to make it worth while carrying on, the schools should be kept open on the principle that many preventive measures can be best administered through the school organization.

"It has been found that by closing the schools some children who are suffering mild attacks of the disease in question do not receive medical attention or are not duly reported to the health officials, and they return to school later in an infected state which, had the schools remained open, would have been discovered by the watchful teacher early in the epidemic and treated accordingly.

"When an epidemic reaches such proportions that it is no longer practicable to keep the schools open, the children should be restricted to their respective homes. Outdoor contacts are dangerous

at such a time as well as those made indoors, and the purpose of school closing is defeated if social contacts are permitted during the period."

♦ The parent-teacher association of Escanaba, Mich., has coöperated with the local Kiwanis club in supplementing the meals of underfed children, by serving breakfasts and lunches in the school buildings. The project was carried out at a cost of \$100 per month. The money was contributed by club members and supplemented by the proceeds of a benefit program.

PERSONALITY STANDARDS FOR TEACHERS

The school board of Worcester, Mass., has adopted recommendations of Supt. W. S. Young, providing that prospective teachers in the grammar, primary, and kindergarten schools be rated for personality fitness, as well as for marks obtained on an examination and teaching experience. The new rules become effective in June.

Included in the new code are requirements that applicants for places on the eligible list must have a minimum average of 75 per cent in all examinations given by the department: they must be graduates of a three-year or four-year normal-school course in the case of elementary teachers, and of a two-year course for kindergarten teachers. Personality and fitness ratings are provided, with the experience mark ranging from 5 per cent for one year, to 20 per cent for four years. Written examinations count for 60, and the personality and fitness rating, 20.

Appointments to the schools in June, 1931, January, 1932, June, 1932, and January, 1933 will be made from the old eligible list. In June, 1933, and January, 1935, appointments will be made from candidates having the highest percentage on both lists. Experience will count for less than previously under the new plan. Where an applicant with four years' experience could obtain a maximum of 30 on the old system, the maximum from now on will be 20.

Normal-school officials will mark applicants for teaching attributes, checking them as either poor, fair, good, or excellent.

The rules provide that certificates of qualification shall be given by the committee to persons on

the eligible list when they are appointed. The certificates are valid during the term of service and for two years thereafter. Candidates not appointed within five years after the examination are dropped from the list.

A STUDY OF SALARIES IN SMALL COLLEGE LIBRARIES

The American Library Association Committee on Salaries has issued the third annual tabulation of salaries for small college libraries. The group includes colleges having a student enrollment of 500. The list which is slightly larger this year, includes items of pension and insurance. There have also been included in the tabulation the months of service and the hours of service per week of the librarian.

A total of 75 colleges received questionnaires, and replies were received from 55. A comparison of results shows that there has been a small percentage increase in the professional rank of the librarian, as well as an increase in the salaries paid. Thirty-three of the 53 replies report the librarian as having full professional rank, while 50 libraries maintain a salary average for the librarian of \$2,141 +, thus showing a somewhat higher salary average than the \$2,028 + in 53 replies of last year.

There appears to be a slight decrease in the number of professional assistants this year, while the number of nonprofessional assistants has increased; the average salary of the former in 28 libraries is \$1,360 +, in contrast to the \$1,348 + in 28 libraries reported last year. The maximum average of professional assistants in twelve libraries is \$1,788 +. The average total salaries of 54 libraries is \$4,325 +, while the average total expenditures of the same number of libraries is \$8,027.

From the 53 replies received, it is noted that the average number of persons on the small college staff is 4. The average number of hours of service per week is 42, and the months of service per year is 10½.

The findings indicate some progress toward an increased recognition by the college of the library service given by its librarian and staff.



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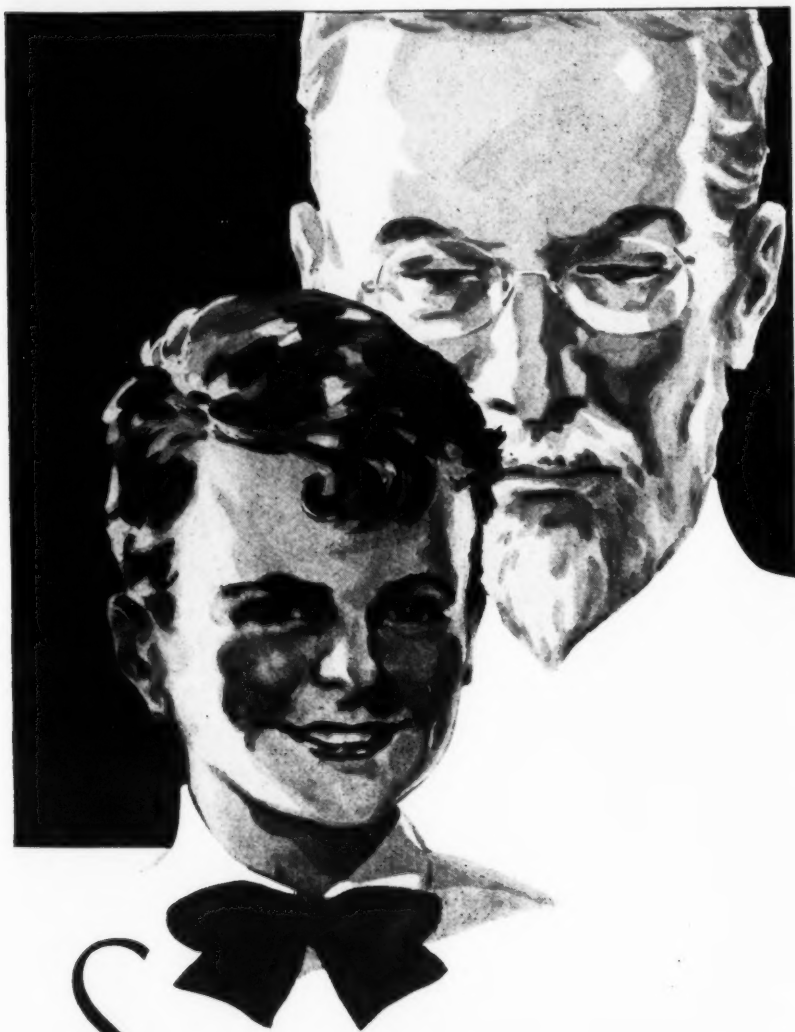
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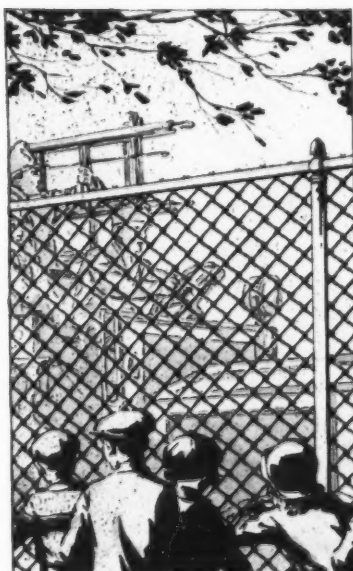


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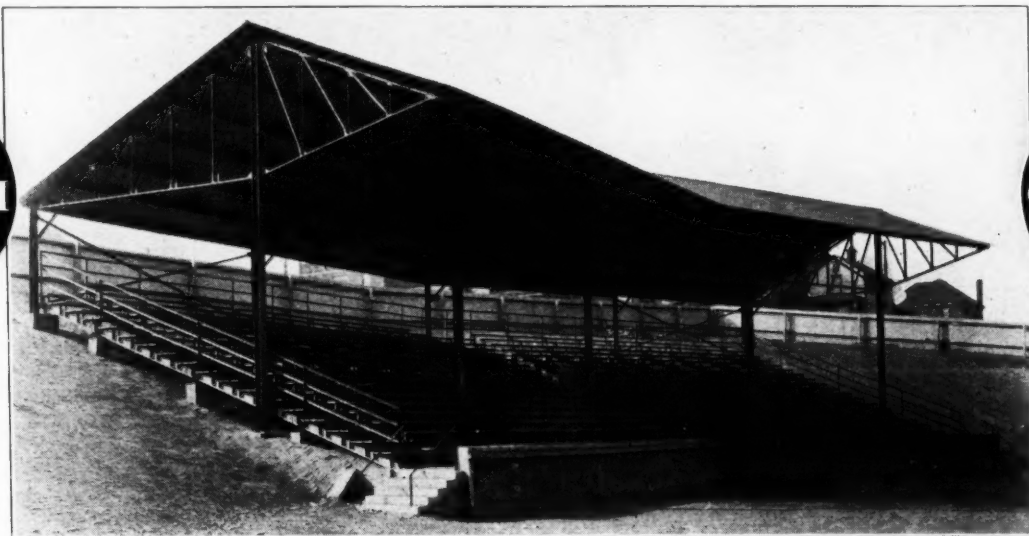
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Teachers and Administration

TEACHER SUPPLY AND DEMAND IN OREGON

A commendable study on the supply and demand of teachers in Oregon was recently brought out by the University of Oregon. It is the work of Prof. C. L. Huffaker, who explains in his introduction that "in the whole field of school administration there is no problem which has received as unscientific or unsatisfactory treatment as has the problem of the teaching surplus."

The statement made that there is not a surplus of "qualified" teachers is questioned by Professor Huffaker. He says: "If we define a teacher surplus as the presence of a considerable number of graduates of teacher-training institutions, who while desiring a teaching position are not able to secure one, there is a surplus of trained teachers."

While the study aims to bring out the Oregon situation, it is broadened in order to show the status in that state in the light of the country at large. Thus the investigator brings to his service the statistics on the married teacher question covering a large number of cities. Here he says:

"A detailed study was made of the married woman as a teacher. It was found that the per cent of married women teachers in the various groups varied from 21 per cent in the four-year high schools to 59 per cent among the group of elementary principals. The state average is 35 per cent. In the different factors which were studied as results of efficiency, it was found that married women had less training than single women. The proportion of properly trained teachers for the elementary schools is 53 per cent for married women and 67 per cent for single women; in the secondary schools, 67 per cent for married women, and 68 per cent for single women. Married women have been teaching almost twice as long as the single women, the average experience of married women being 11½ years as compared with 6 years for single women, but it

was found that married women remain in the same position only slightly longer (.9 year) than do single women. With respect to salaries, the general tendency is for married women to receive higher salaries, particularly in the elementary schools. Insofar as the classroom teacher is concerned, only 4-year high schools pay married teachers less than single ones. Considering the number of married women employed, and the salaries they receive, it may be concluded that Oregon is not discriminating against the married woman as a teacher to any considerable degree."

In touching upon the supply and demand of teachers in Oregon it is found that the training schools graduate more teachers than the state can absorb. The study says: "It was found that during the school year ending June, 1929, the teacher-training institutions of the state graduated 1,300 possible public-school teachers. Approximately 330 of these teachers either secured positions in other states or did not care to teach, thus leaving an available supply of 970 prospective teachers. Of the available supply 800 of the 1929 graduates secured positions in the state."

Professor Huffaker quotes a resolution adopted by the New England Association of School Superintendents which reads: "Whereas there is a surplus of candidates for admission to the profession of teaching, and whereas some of these prospective teachers are poorly fitted by nature or otherwise for this important occupation, be it resolved that normal schools and colleges of education, in cooperation with superintendents of schools, be urged to establish higher standards for admission and graduation, with special reference to the mental qualifications and teaching ability of students who intend to enter the teaching profession."

Professor Huffaker concludes that the evidence present points to the fact that the real solution of the relative supply and demand will be reached by a number of methods. Among these are not only a control of the numbers entering and graduating from teachers' training institutions, but first a lengthening of the period of service which teachers give to the state. The lengthening of the period of service can probably be best brought about by increasing the preparation demanded for entrance

into teaching. Teachers who prepare for their profession on a serious basis not only stay in the teaching profession longer, but remain in each position longer.

PITTSBURGH ADVANCES EFFICIENT TEACHERS

Pittsburgh, Pa. In accordance with the requirements of the salary schedules adopted by the board of education, Supt. B. G. Graham recently recommended a list of teachers eligible for increases in salaries. The list includes two classes of recommendations, namely, teachers recommended for advancement under the provisions of the schedule recommended by the citizens' committee, and those recommended under the provisions of the Pennsylvania state plan.

A total of 193 teachers were included in the list of teachers of Schedule A advanced from \$2,200 to \$2,400. In Schedule B, teachers advanced from \$2,850 to \$3,025, there were 21 teachers listed. In Schedule B, teachers advanced from \$3,025 to \$3,200, there were 9 teachers listed. In Schedule C, teachers advanced from \$3,200 to \$3,400, there were 39 teachers listed. In Schedule C, teachers advanced from \$3,400 to \$3,600, there were 38 teachers listed. In Schedule C, teachers advanced from \$3,800 to \$4,000, there were 18 teachers listed. In Schedule C, teachers advanced from \$3,200 to \$3,400, there were 11 teachers listed. In Schedule C, teachers advanced from \$3,400 to \$3,600, there were 24 teachers listed. In Schedule E, principals advanced from \$4,250 to \$4,500, there were 8 principals listed.

TEACHERS AND ADMINISTRATION

♦ At Salt Lake City, Utah, the Credit Men's Association through its attorney has stated that an epidemic of bankruptcies has broken out among the teachers of the city. An average of one bankruptcy in each twenty days was the statement made. This practice, the attorney said, "has caused great concern among merchants and recently the board of directors of the association decided to take the matter up with the board." He charged that in four instances teachers had filed bankruptcy proceedings to avoid payment of unsecured bills, and asked the board to take action discouraging such policies.

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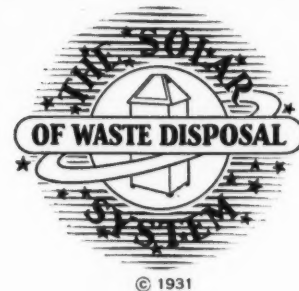
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School teachers were defended by G. N. Child, superintendent, who pointed out that the charges brought against a very few teachers was an unfair reflection upon the group as a whole. Board members staunchly supported the superintendent, and decided that before relying upon the credit men's accusations, the committee on teachers and school-work should investigate the matter. Many expressed the opinion that in most, if not all, instances where bankruptcy had been resorted to the action was necessary.

♦ New York, N. Y. The presentation of an application for service retirement to an individual member of the teachers' retirement board is not in itself sufficient to retire a teacher from active duty, according to a decision of the court of appeals. The law requires, the court held, that the application must be filed at the office of the retirement board itself, despite a resolution of the pension board recognizing applications filed with individual members.

The decision is of importance to teachers about to retire, for previously the filing of an application with a member or an officer of the board was accepted as equivalent to filing it with the board. From now on, teachers or their representatives, must file papers at the office of the retirement board. The ruling does away with the deathbed retirements in which applications have been filed at all hours of the night, on Sundays and holidays, by the mere process of handing the papers to a member of the board.

♦ New York, N. Y. The court of appeals, in a recent decision, has ruled that an application of a teacher for retirement upon demand after 35 years of service in the schools to become effective must be filed in the office of the retirement board. The court, in its decision, ruled that the retirement system never contemplated that retirement should become a mere gamble and chance. The retirement as provided by law must be accomplished, said the court, by the orderly procedure of filing the application with the retirement board during the lifetime of the teacher.

The decision was given in a suit which involved a claim under an old deathbed gamble feature of the law, under which teachers seriously ill waited

until death was near before applying for retirement under option No. 1, which provided that the balance in the pension fund not paid to the teacher should be paid in a lump sum to a designated beneficiary.

♦ Chicago, Ill. The school board has received a report of the committee on school administration, which recommends that department heads give preference in the matter of employment to unmarried women rather than married women, whose husbands are employed, upon the understanding, of course, that the request does not conflict with established rules of seniority or civil service. The board has received an opinion from its attorney which holds that the rule is within the powers of the board, and when adopted, is legal and binding.

♦ Mrs. Schmidt Felber teacher of the first school in Cedar county, Nebraska, in 1868, died, February 20 at her home in Hartington. Mrs. Felber had been an invalid for years.

♦ Miss Sadie Smith, of South Whitley, Whitley county, Ind., has taught in the same classroom for 54 consecutive years, and is still an excellent teacher. Alvin R. Fleck, the county superintendent says: "She has a wholesome sense of humor and a keen mind, and has held to the highest ideals of human life and conduct."

♦ Normal salary increases, or present salary levels will be maintained for teachers during 1931-32, by 97 per cent of the boards of education in Wisconsin, according to the Wisconsin Teachers' Association. The report shows that more than 50 per cent of the cities and villages have decided to give normal increases, or to retain present salary schedules.

♦ New Bedford, Mass. The school board has been asked to approve an amendment to the rules relative to teachers' qualifications, to require that the certificate of health be signed by the director of the department of hygiene. Under the amended rule, no teacher will be employed in the schools unless she presents a health certificate signed by the director of hygiene. The change was urged to meet a condition where an outside physician might furnish a certificate when the teacher's condition of health did not warrant it.

♦ New York, N. Y. Under a decision of Commissioner of Education Frank P. Graves at Al-

bany, city teachers who have had experience in the business world which is related to the jobs they fill in the schools are entitled to advanced standing on the school-board salary schedules. The decision removes the confusion which has existed in the minds of teachers and school officials since the decision of the court of appeals more than a year ago in the celebrated Langdon case.

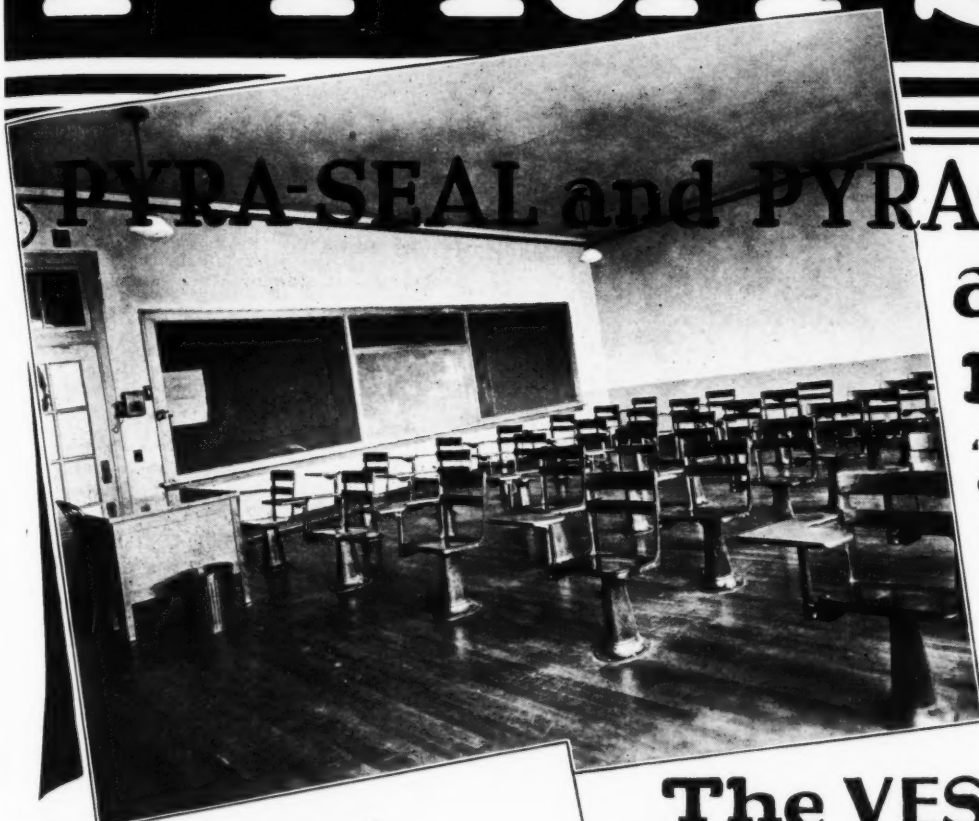
It had been the practice of the board of examiners to allow one or more years of salary credit to teachers of commercial subjects, as well as to clerical employees in the schools with experience in the business world. This policy was followed until October, 1929, when the courts held that such nonteaching experience could not be credited by the teachers' retirement board for pension credit. As a result, the school heads had declined since that time to grant advanced standing on the schedules to new teachers who entered the schools from the business world, until a definite ruling could be obtained from the court or the state commissioner on the subject.

♦ Akron, Ohio. The school teachers are facing a possible salary cut due to the financial crisis in the schools. The school board has proposed a number of retrenchment policies to meet the situation.

♦ The efforts of the Detroit Board of Commerce to induce the board of education of that city to cut the teachers' salaries is combated by Supt. Frank Cody, who says that the cost of living has not been reduced 20 per cent as claimed. He cites two federal reports to the effect that the reduction is about 12 per cent only. He adds: "Attention should also be given to the fact that the pay of the teacher always lags behind a visiting cost index. If he has a slight temporary advantage under falling prices, he has an equal disadvantage in times of rising prices."

♦ Chicago, Ill. The Federation of Women High-School Teachers has objected to the discrimination against married women in the employment of additional teachers, insisting that the merit system should prevail in the selection of teachers. A recent resolution of the board directed department heads to give preference in employment to unmarried women.

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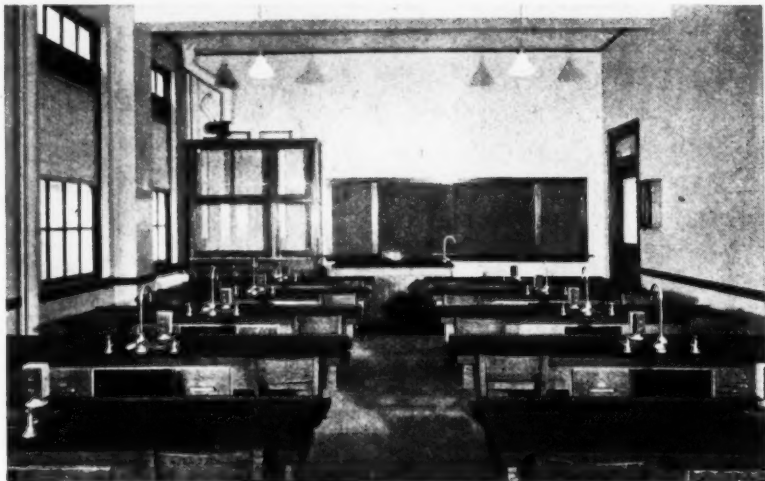
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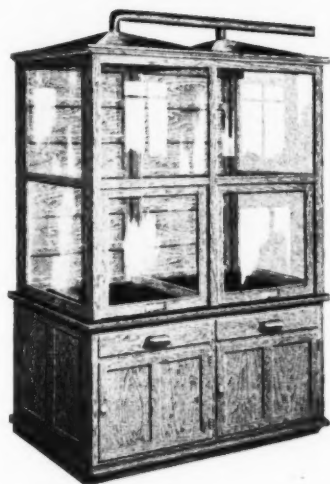
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School Finance and Taxation

THE COST OF TRANSPORTATION IN INDIANA

The state education department of Indiana has issued a report showing that the costs of transportation are two sevenths of rural expenditures, one eighth of rural gross total expenditures, and 8.68 per cent of the state total current operation. The total urban cost of transportation was \$152,757, which included \$88,133 for cities, and \$64,623 for towns. The total per-capita annual cost was \$27.79, with \$26.84 for cities, and \$29.23 for towns. The total median per-capita daily cost was 19 cents, with 18 cents for cities, and 19 cents for towns. The urban communities transported a total of 5,495 pupils, with the cities transporting 3,284 pupils, and the towns 2,211 pupils.

The total per-capita average cost in rural communities was \$29.46, with \$29.64 for all grades combined. The highest per-capita cost was \$30.47 in grades seven to twelve, and the lowest was \$27.72 in grades one to six. The total median per-capita cost was \$32.18, with \$31.20 for all grades combined. The highest per-capita cost was \$32.67 for grades one to eight, and the lowest was \$29.14 in grades one to six.

In a study of the length of time for transportation, the report showed that six townships had a record of 240 minutes consumed in transportation by hacks or busses. A total of 915 townships reported a median of 67.8 minutes consumed, which means that the longest ride of most pupils is approximately one-half hour morning and evening.

The tabulation of urban transportation showed the type of service offered in 29 cities and 24 towns. One town pays a contract sum, at a monthly rate, for any number of pupils transported.

FINANCE AND TAXATION

♦ The pay-as-you-go plan has been in use at Beltingham, Wash., for the past several years. According to the county auditor, \$50,000 has been saved

during this period. He adds: "If the present program of 'pay as we go' is maintained, this district should within the next year or two be free of all bonded indebtedness which will be a record that few, if any, other first-class school districts of this state have attained."

♦ West Waterloo, Iowa. Mr. W. C. Logan, secretary of the school board, has outlined a financial program which will cancel all indebtedness in the next 20 years, including the \$190,000 obligation incurred for a new school building. Under the schedule prepared by Mr. Logan, the amount required for debt service annually will be \$15,000 to \$20,000 less than has been spent each of the past few years for this service. At the present time there is not a single warrant outstanding against the district.

♦ Knoxville, Tenn. The city council finance committee has outlined a radical retrenchment program to obtain a \$2.10 tax rate for the year 1931. In this direction, it is planned to eliminate \$2,000,000 from the city schools' budget, which will cause a shortening of the second semester, or some other means of effecting radical economies in operating costs.

♦ Uhrichsville, Ohio. The city council has asked that the school board reduce its operating expenses for the year in order to help the city in its financial difficulties.

♦ Grand Rapids, Mich. The board of education has adopted its 1931 school budget, calling for an appropriation of \$3,219,532 for the operation of the schools. The tax levy for the year includes \$2,421,643 for general school purposes, and \$797,888 for capital outlay expenses. The board voted to spend \$1,125 for the installation of guards on shop machinery in schools.

♦ Scranton, Pa. The school board has obtained a loan of \$50,000 from a local bank to meet the current expenses of the schools until the tax money is received.

♦ Newark, N. J. The school board has adopted a school-construction budget, calling for the raising of \$1,885,000 to be raised through a bond issue.

♦ Cleveland, Ohio. The 1931 school budget of the board of education calls for a total of \$17,215,005 for operating expenses. The budget represents

a reduction of \$568,850 from that of last year. The item of teachers' salaries calls for an expenditure of \$12,200,000.

In addition to operating expenses, the budget allows \$3,237,633 for bond maturities, interest, and sinking-fund requirements, and a fund of \$1,786,814 for permanent improvements.

♦ School boards in Bedford, Parma, and Maple Heights, Ohio, are facing a possible closing of the schools because of a lack of funds due to delinquent taxes. A bill has been introduced in the legislature calling for legislative relief for financially crippled schools of the state.

♦ Evansville, Ind. The school board has effected a saving of \$10,000 in the school budget through the discontinuance of teachers' bonuses for travel and study. The bonus plan had been adopted several years ago.

♦ Lawrence, Mass. The school board has adopted a budget, calling for an appropriation of \$1,214,565 for the year 1931, which is an increase of \$25,000. The increase has been attributed to advances in salaries to teachers who are eligible to receive maximum salaries under the schedule.

♦ Detroit, Mich. A flat 20-per-cent reduction in the school budget, the placing of the board under the direction of the mayor and council, and the adoption of rules to avoid the accumulation of deficits are some of the recommendations of the governmental committee of the Detroit Board of Commerce contained in its recent report to the city council. The committee's report contained some sharp accusations of waste in administration and charged the board and its employees with making a budget set-up which made it difficult to determine where savings could be made.

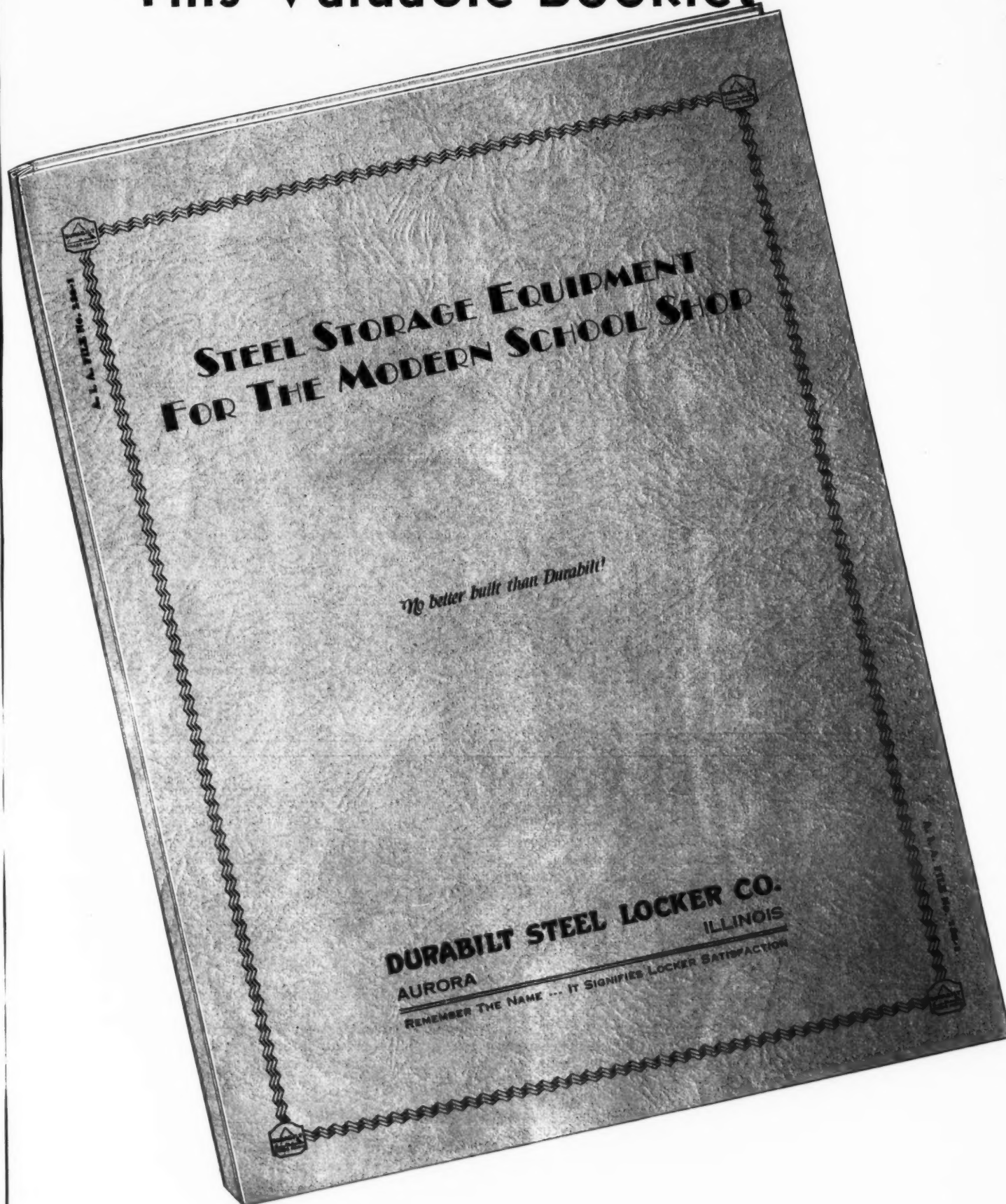
♦ Indianapolis, Ind. The school board has obtained a temporary loan of \$400,000, with an interest rate of 2½ per cent. The loan is intended to provide money for the current expenses until the spring installment of taxes comes due.

♦ Bristol, Conn. The school board has adopted a budget of \$392,216.

♦ Fall River, Mass. The school board has been compelled to reduce its budget by \$300,000. The

(Concluded on Page 116)

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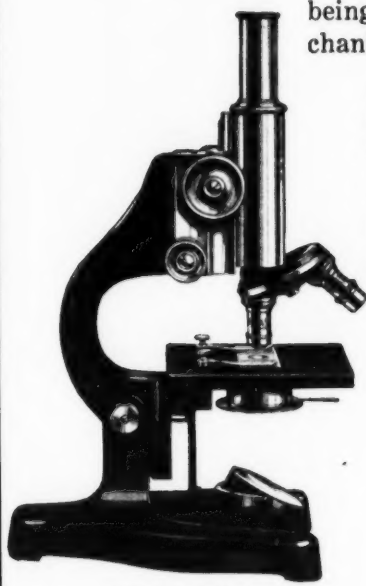
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(Concluded from Page 114)

board members discussed a number of economy plans to meet the reduced budget.

♦ Fort Wayne, Ind. The school board has sold \$270,000 in tax-anticipation warrants to a Chicago banking concern, at a premium of \$17 and 3½ per cent interest. The proceeds of the loan will be used to pay salaries and expenses until the spring collections are received.

♦ Morristown, N. J. The school board has adopted a budget of \$259,895 for the school year 1931. The budget represents a reduction of \$4,120 from that of last year.

♦ Lynn, Mass. The school board has taken steps to place the school lunch system under civil service regulations. The system reported a loss of more than \$1,100 during the past five months, which has been attributed to the prevalent economic depression. During the same period last year there was a profit of \$1,000 in luncheon receipts.

Under the proposed program of administration, the board will have charge of contracts and bids on goods, and will make up deficits out of the school-department budget, so that the conduct of the system will actually become a municipal operation.

♦ The total school attendance of New York state is 2,096,337, employing 73,579, at an annual cost of \$376,071,512. The net value of the school property is fixed at \$798,427,405.

♦ Parma, Ohio. Salary payments to 100 teachers and employees of the school system were recently cut in half because of a lack of funds due to delinquent taxes. Instead of the usual monthly payment of \$17,000, the total disbursed was only \$8,500.

♦ Educators recently appeared before the Ohio house taxation committee, seeking support for a bill proposing legislation to authorize the issuance of bonds in financing school operations pending the collection of taxes. Mr. A. E. Moody, superintendent of schools of Bedford, declared that in his district, only one third of the school taxes this year had been collected. It means that the educational program must be curtailed and that teachers

have not been paid to date. Dr. T. Howard Winters, of the state board of education, while condemning the plan, said that it seemed the only possible means of keeping the schools open.

♦ Fall River, Mass. The school board has taken the first steps in its retrenchment program with the elimination of the position of nursemaid in the kindergarten schools. It was also voted to close the evening elementary schools, the Americanization, and vocational classes three weeks earlier than formerly. The early closing of these classes produced a saving of \$4,200.

♦ New York, N. Y. The board of education has approved salary adjustments which in time will mean a pay rise of \$500 for principals in charge of the smaller junior high schools. The adjustments were made necessary through the enactment of the single-salary schedule by the legislature, and is intended to preserve a pay differential between the heads of elementary schools and those in charge of the junior high schools.

Beginning with the first of the current year, the graded salary law for elementary principals was eliminated, and a single-salary schedule was established so that all elementary-school heads receive the same salary, regardless of the size of the school. The schedule set \$7,000 as the maximum salary.

LAW AND LEGISLATION

♦ The legislature of California has under consideration a measure, which provides that "it shall be unlawful for any person, whether elected, appointed, or commissioned to fill any office in either the state, county, or city government of this state, or in any department thereof, or in any school district, to appoint or employ any married woman who is not the head of a family." The measure defines as "head of family" one who is the main support of an invalid husband, dependent children, and immediate relatives.

♦ School boards in state-aided school districts of Ohio may increase the salaries of superintendents above the maximum fixed by the state, according to a decision of the Adams county court at Waverly, Ohio. In the suit brought by the district against Supt. C. O. Williams, for monies paid in excess of

the state salary, the court held for the defendant.

In the suit, the district alleged that the defendant, C. O. Williams, was superintendent of Winchester school district during the years 1926 to 1929, and while acting in that capacity, the school board increased his salary above that of the state schedule fixed by the state education department. The petition asked for the return of the excess amount of \$1,100 for the period of years named. The court, in its decision, pointed out that the legislature evidently sought to force school boards to abide by the schedule as fixed, but did not attempt to invalidate a contract which exceeded the schedule, other than to disqualify the offending district from participation in the fund. It apparently is a matter within the discretion of the state superintendent, since the school code gives a school board power to increase the salary of teachers during the term of employment. Judgment was ordered for Superintendent Williams.

♦ A bill introduced in the Ohio legislature seeks to exempt teachers from jury service. The Citizens League of Cleveland opposes the bill and says: "Jury service is quite as much an obligation of citizenship in times of peace as is military service in times of war. Moreover, teachers are peculiarly well equipped for jury service because of their education, character and training. There is no more reason why a teacher or custodian should be exempt than there is for exempting any other citizen in private life."

♦ A bill which provides that the members of the board of education of Minneapolis, be chosen upon the district basis has been introduced in the Minnesota legislature. The board is now elected upon the representation-at-large basis. The authorities on the subject of school administration hold that the proposed measure notes a decided backward step, and is not likely to be enacted into law.

♦ The elected school board of Prairie du Chien, Wis., has been declared legal, in a recent ruling by the state supreme court. Two groups claimed to constitute the school board. One group claimed membership by virtue of appointment by the mayor and the city council. The court ruled in favor of the elected board.

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THIS sturdy Heywood-Wakefield chair has been purposely designed and built to withstand use and abuse. Healthy, active pupils subject the average auditorium to extreme wear and for this reason seating equipment should be purchased with serious consideration. On this style, the solid wood back is rodded and bolted, reinforced in a manner which assures longer and more satisfying wear than any other type. The seat, too, is of solid wood to prevent chipping, marring, etc. The all steel, self-aligning, roller bearing hinge may be jumped upon and placed under the most terrific strain, yet it will operate quietly and efficiently. Hundreds of thousands of H-W chairs have been installed in school auditoriums throughout America. Again and again, they have been selected by careful, capable school boards because of their rugged, practical, troubleproof construction. If you are planning to seat a new school auditorium or reseat an old one, be sure to call in a representative from Heywood-Wakefield. These experienced men will be glad to demonstrate every detail of auditorium seats, submit seating plans, and furnish helpful suggestions without cost or obligation on your part. Simply drop a note to the nearest H-W Sales Office.

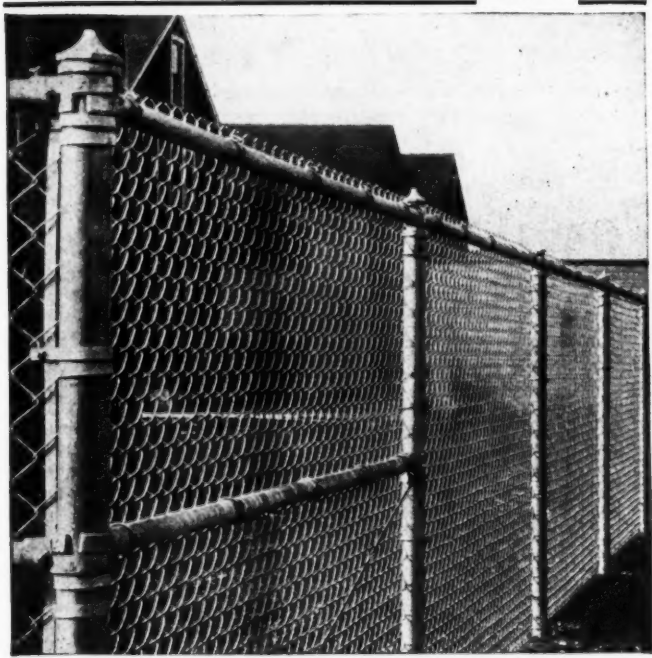
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This triangular name plate appears on all genuine Wickwire Spencer Fences.



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Vacation time, nights and even during school hours, corners protected from the wind and nooks out of sight of the office just invite loafing. Then a smoldering cigarette, an inextinguished match and the damage is done. Unless undesirables are kept out they are a constant fire hazard. A Wickwire Spencer Chain Link Fence around your grounds permits entrance and exit via gates only. It is strong and permanent, yet inexpensive. Copper bearing steel of frame and fabric hot dipped galvanizing does resist rust. We will gladly send a representative to make quotations.

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In designs, materials and workmanship, "CHICAGO" Playground Equipment embodies many improved features that give it extra strength, longer life and greater safety. Generally, "CHICAGO" Equipment is heavily constructed and carefully braced, as a protection against weather and wear. All metal parts are rust-proofed; bearings for swinging parts are made with special weather-proof fibre bushings which require no oiling or attention and will outwear ordinary bearings.

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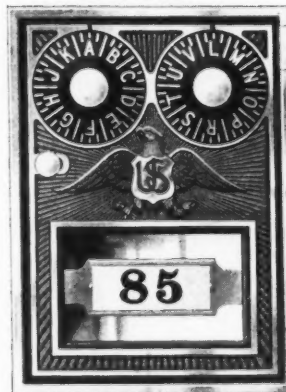
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Made in 3 sizes.

Cast Bronze, regularly finished medium statuary. Dials etched, figures raised on black background. Combinations all different.

All boxes furnished with pigeon holes of various depths.

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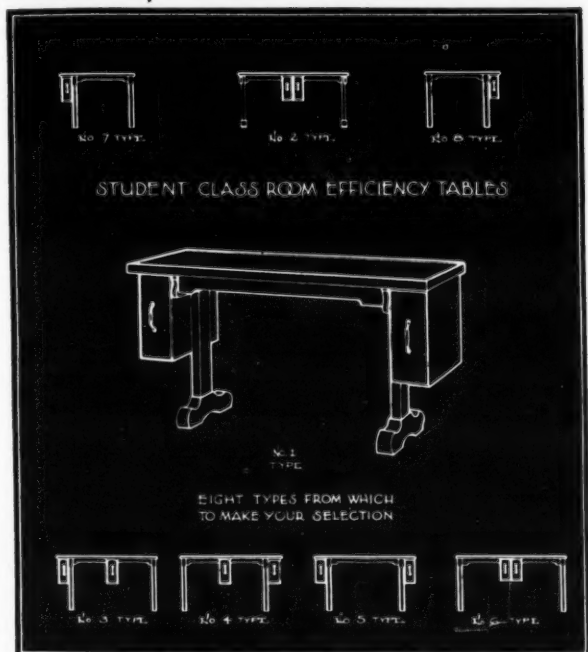
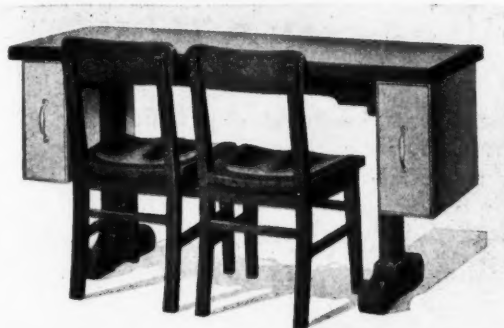
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NO. 1-S ALL STEEL EFFICIENCY TABLE

Important Features

1. Greater knee space — no book drawers in apron.
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3. Book trays are enclosed in dust-proof boxes. Stops are provided to prevent book trays from being pulled all the way out.
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6. Tops are one-piece linoleum, providing an ideal writing surface.
7. Oak tables have legs chamfered on all four corners and are placed so as to provide ample clearance.

STEEL TABLES

8. Steel tables have pedestal which can be adjusted to all required heights.
9. Steel tables provide still greater knee space.

Complete information on request.

Standard School Fixtures Co.,

Grand Rapids, Mich.

School Board News

NEW YORK'S BOARD OF EDUCATION

The school system of the nation's largest city is administered by a board of education, consisting of seven members. They are appointed by the mayor for a term of six years. The unusual expenditures in control of the board run well over the hundred million mark. Allen Raymond, a newspaper writer, recently said:

"Their duties are onerous, requiring so great an expenditure of time, thought and energy, if fulfilled at all, that any person giving so generously to the community must be presumed, unless shown otherwise, to be a citizen of fine public spirit. Their responsibilities — in a system so complex, so costly, subject to so many dangers, and so important to the lives of the city's youth — are so great as to raise the question whether anyone who has not achieved considerably — and demonstrably to the public — is justified in accepting this office."

Present members of the board are George J. Ryan, president, Flushing, L. I.; William J. Weber, vice-president, the Bronx; Mrs. Margaret McAleenan; Ralph R. McKee, Tompkinsville, S. I.; C. C. Mollenhauer, Brooklyn; Arthur S. Somers, Brooklyn; and Louis S. Posner, Manhattan.

AMONG BOARDS OF EDUCATION

♦ John Molineaux, Sterling Mayo, and William Thompson are the new board-of-education members of Metuchen, N. J.

♦ Escanaba, Mich. The board of education has placed its school-building insurance in accordance with the recommendations of a committee comprising local insurance agents. The board reserves the right to reject any unsatisfactory firms.

♦ Holyoke, Mass. The school board has inaugurated a new method of purchasing school supplies, with the award of contracts totaling \$10,704. The new plan of quantity buying and competitive bidding has effected a saving of \$2,000 in materials already purchased.

♦ Coventry, R. I. The school board has asked the local fire-insurance agents to make a survey of the school property as a basis for rearranging the insurance coverage.

♦ Fitchburg, Mass. The school board has established the position of supervisor of drawing for the elementary grades, to be effective with the opening of the school year in September.

♦ Detroit, Mich. Two department heads and a high official of the board of education have protested against the mayor's drastic cuts in the maintenance items of the tax budget. The reductions were made to meet a serious financial situation.

♦ The supreme court of New York has rendered a decision to the effect that the board of education of Utica cannot compel the city to issue bonds for school fire protection, unless it can prove that an emergency exists. If an emergency can be shown to exist, the board of education will be required to submit a special estimate. It is mandatory upon the council to authorize expenditures by issuing some form of temporary indebtedness to meet the expense created.

♦ East Palestine, Ohio. The school board has taken up the matter of caps and gowns for the graduating class. It was pointed out that the change would effect a large saving in dress to the graduates and would help those in straightened circumstances.

♦ Oakwood, Ohio. The school board has adopted caps and gowns for the graduating class.

♦ Lake Geneva, Wis. The school board recently discussed the rates charged for the use of the high-school auditorium. Some of the members believed that a rate of \$35 is too high, while others contended that the room could not be opened for a less amount.

♦ Indianapolis, Ind. Supt. P. C. Stetson has presented a plan for a change in the salary schedule

for principals, and a method for obtaining satisfactory substitute teachers. It was suggested that a group of trained assistant principals be formed to be assigned to schools having more than 500 pupils.

♦ DeKalb, Ill. The school-board offices have been moved to new quarters in the Haish Memorial Library building. The offices are convenient and readily accessible.

♦ Indianapolis, Ind. The school-administration building will be remodeled and improved, at an expense of \$10,000. The remodeling will cost \$8,500, and the furniture and equipment \$1,500.

♦ Milwaukee, Wis. The committee on buildings has held a hearing on a resolution calling for a minimum wage scale for all schoolwork.

♦ Youngstown, Ohio. The school board has been asked to approve a plan of Supt. J. J. Richeson, providing for an increased teaching load in the grade schools and for combined school principalships. It is estimated that a saving of \$32,000 will be effected by increasing the teaching load.

♦ Medford, Mass. The school board has voted not to approve a bill of Representative Crockwell providing for a business manager for the school system.

♦ Oshkosh, Wis. The school board has approved a schoolboy patrol system for one of the heavy traffic sections near a school building. The duties of the patrols will be limited to leading groups of children across busy corners.

♦ The court has given an opinion to the school board of Kenosha, upholding the power of the board to suspend or expel any student for infractions of the rules. The case arose through the case of a schoolboy who was dismissed from school because he was involved in a series of petty larcenies. The school board had refused to reinstate the boy in school, and a writ of mandamus was obtained to compel the board to admit the boy.

♦ The municipal court at DeWitt, Iowa, recently submitted an opinion in the case of William Wendt, a school-board member of DeWitt, whom it found guilty of selling coal to the schools while a member of the school board.

★ Proof against infection . . trouble . . mischief

Not one improvement, but many improvements dictated the design of the new Crane drinking fountain; improvements which eliminate any chance of infection being spread through it . . . which minimize mechanical troubles . . . and which render it proof against mischief. These improvements manifest themselves in the following changes:

1 **Raised integral angle stream bubbler and flow control:**

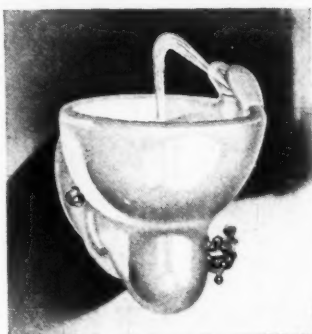
The location of the bubbler above the rim of the receptor prevents contamination of the water supply even when the outlet is clogged and the receptor overflows. There is no chance for the water supply to be contaminated in the valve as the flow control is water-tight. These two points combine with the twice-fired vitreous china of which the bowl is made to provide a unit which really protects health.

2 **Lip guard and hood:**

The lip guard is constructed to prevent the lips touching the china spout. The spout is protected by a hood which prevents saliva or foreign matter falling back into it.

3 **Non-squirting spout:**

The china spout is arranged with non-squirting feature so that fingers cannot be placed directly on supply spout.



C0076-A Crata drinking fountain with
"CRANE AUTOMATIC STREAM
REGULATOR"

4 **Automatic stream regulator:**

Uniform height drinking stream is maintained on all pressures to which plumbing fixtures are ordinarily subjected.

5 **No water wasted:**

There is no waste of water on any pressure. All water entering the regulator goes through to the bubbler.

6 **Operating range:**

A satisfying drinking stream can be obtained on pressures down to 5 pounds. This regulator has integral regulating screw and can be adjusted under pressure.

7 **Easy repair:**

Entire operating parts can be removed without taking regulator out of line.

These improvements in sanitation have caused this fountain to be accepted by the Chicago Department of Health and the American Public Health Association. The improvements in mechanical design have caused it to strike a new low level for installation and operation costs. You can see this fountain at the Crane Exhibit Rooms, or learn full details concerning it by writing Crane Co.

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The court, in hearing the evidence, was of the opinion that, while there was no intention of fraud, deceit, or misrepresentation in the offering and acceptance of a bid for coal, the furnishing of coal by a member of the school board was contrary to the law of the state, since the law prohibits the furnishing of such supplies by a member of the board. The evidence proved that the defendant was a member of the board in July, 1930, and that in his capacity as manager, he accepted bids for coal to be furnished to the schools.

The board of education of White county, Tenn., has a new rule, which provides that "no teacher or teachers shall, during the hours of school or rest periods, allow upon the grounds or buildings of any schools any salesman, or agent, whose purpose it is to offer for sale merchandise, or wares, of any kind, and that no senior or graduating class shall as a class, agree to buy what is known as a class ring, pin, or any other memento." The board also ruled that no senior or graduating class, as a class, shall buy and send out invitations thereby incurring unnecessary expense to parents, relatives, and friends.

♦ The state educational department of California announces that it will oppose with all possible vigor the proposal to reestablish high-school fraternities on a legal basis. Vierling Kersey, state school superintendent says: "These secret organizations are inimical to the public interest. They are undemocratic and tend to create class distinction in our public schools."

♦ A bill making the boards of education of Philadelphia and Pittsburgh elective instead of appointive is now before the Pennsylvania legislature. In these two cities the board-of-education members are appointed by the judges of the courts of common pleas. *The Philadelphia Enquirer* in opposing the change says: "To dismiss the courts and make board members subject to elections, both primary and general, would mean calling in the politicians. They would be fought over as magistrates are fought over, and be chosen or defeated by machine orders. A ruinous game that would be."

♦ Racine, Wis. The school board has voted to retain its rule against married women teachers.

♦ On recommendation of the state survey commission a bill has been introduced in the Missouri legislature which provides for the annual distribution to the school districts of the state of a sum averaging \$10,000,000 per year for the next ten years, and continuing indefinitely on a scale of \$12,000,000 or more per year thereafter; this is in addition to the present state aid of about \$5,000,000 a year.

♦ Indianapolis, Ind. Public School No. 57 has been renamed the George Washington Julian School, after an Indiana statesman. A bust of the statesman has been presented to the school by Mrs. Grace Julian Clarke, a daughter.

♦ Erie, Pa. The school board has sold \$100,000 in school bonds to a bonding house, at a premium of \$2,911. Another bond issue of \$300,000 was sold, at a premium of \$9,759.

♦ Rochester, N. Y. The school board has completed plans for a new high school which is to be erected during the coming summer. The estimated cost of the school is \$1,300,000.

♦ San Benito, Tex. The school board is completing a \$300,000 school-construction program.

♦ Bridgeport, Ohio. The board of education has asked the state department for \$10,000 for school-building purposes. The money will be used for a gymnasium, a home-economics department, repairs and replacements to school buildings, library, and manual-training facilities.

♦ Xenia, Ohio. A suit has been begun in the court to enjoin the Beavercreek township school board from constructing a centralized high school at a cost of \$180,000.

PERSONAL NEWS

♦ MR. ERRICK FOX, 81, who claimed the longest service as a school-board member in Michigan, died at Odessa, on March 5. He had served for 60 years on school boards in Ionia and Montcalm counties, and had been a member of the Carr school board at Odessa for 48 years.

♦ SUPT. HUGH S. BONAR, of Manitowoc, Wis., has been reelected for a three-year term.

♦ SUPT. R. S. HICKS, of Casper, Wyo., has been reelected for a two-year term.

♦ DR. WILLIAM C. BAGLEY, educator and author of educational textbooks, was the guest of honor at the Oswego Normal Breakfast, held at the Book-Cadillac

Hotel, Detroit, on Tuesday, February 24, during the convention of the Department of Superintendence.

♦ SUPT. LEONARD YOUNG has been reelected as head of the school system at Duluth, Minn.

♦ MR. M. J. DENMAN has been elected superintendent of schools at Holbrook, Nebr.

♦ SUPT. FRED FARMER, of Storm Lake, Iowa, has been reelected for another year.

♦ SUPT. W. E. MOORE, of Shelby, Mo., has been reelected for a sixth consecutive term.

♦ MR. E. L. WEAVER, of Scottsbluff, Nebr., has been elected superintendent of schools at York.

♦ SUPT. A. J. LANG, of Huron, S. Dak., has been reelected for another year.

♦ SUPT. C. W. KLINE, of East Waterloo, Iowa, has been reelected for another year.

♦ MR. J. E. ANDERSON, of Benson, Minn., has been elected superintendent of schools at Mankato.

♦ SUPT. R. T. ALLEN, of Cleveland, Tenn., has been reelected for a three-year term.

♦ MR. H. W. JACKSON has been elected superintendent of schools at Petersburg, Mich.

♦ SUPT. L. L. RICHARDS, of Port Hope, Mich., has been reelected for another year.

♦ SUPT. F. E. HONNOLD, of Orrville, Ohio, has been reelected for a three-year term.

♦ MR. C. H. MOORE, of Clarksville, Tenn., has been reelected for a period of three years, beginning with July 1.

♦ MR. LOWELL G. DOWNING, 26, superintendent of schools at Hollansburg, Ohio, died on March 11, following a brief illness of influenza. He had been connected with the schools for the past two years and was elected superintendent last fall.

♦ MRS. RUTH LIVINGSTON has been reelected as a member of the school board of Pasco, Wash.

♦ MR. A. W. CLEVINGER, high-school visitor at the University of Illinois, has been elected secretary of the Northcentral Association of Colleges and Secondary Schools. Mr. Clevinger, who succeeds Dean Edmonson of the University of Michigan, has completed six years of service. He was assistant high-school inspector at the University of Illinois for several years, and served in a similar capacity at the University of Michigan. He had been at the University of Illinois since September, 1928.

♦ SUPT. C. V. COMPTON, of McCamey, Tex., has been reelected for a new two-year term. Mr. Compton during his period of service has accomplished a great deal of worth-while work. While previously there were no adequate schools or buildings, McCamey now boasts a \$450,000 school plant, and holds membership on the list of southern schools.

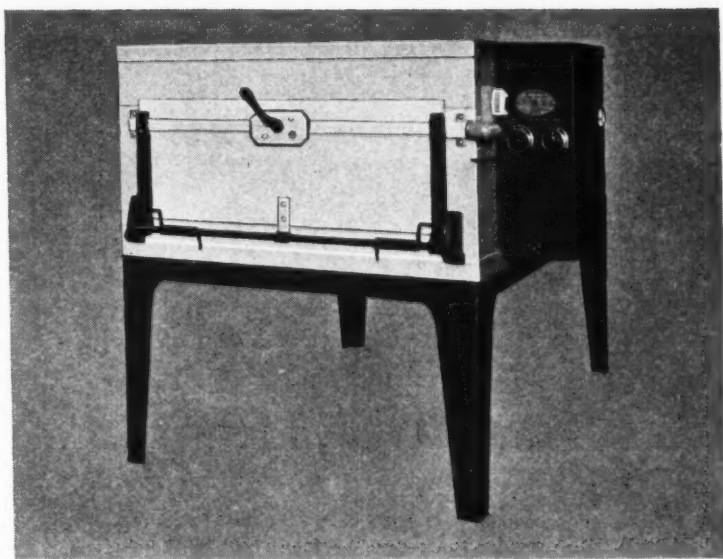
46%

LESS SHRINKAGE

with this Better Roasting Oven



*Now ready in 60
to 500 pound sizes...
Mail coupon for
full details . . .*



IN recent tests conducted by the New York State College of Home Economics, Cornell University, electric heat in roasting was found to cause a shrinkage of only $1\frac{1}{2}$ pounds in a $20\frac{3}{4}$ pound roast. An identical piece of meat, taken from the opposite side of the animal, lost $2\frac{3}{4}$ pounds after roasting the same length of time in a fuel-fired oven — a difference in shrinkage of 46%! What better reason could be advanced for the modern swing to electric heat, especially since the absence of hot gases in an electric oven permits food to retain all its savory goodness, while working conditions are improved to such a degree that one hotel man writes, "I never fail to mention how clean and cool our kitchen is compared to most"?

Meets Every Requirement

Westinghouse meat roasting ovens in sizes for every requirement, from 60 to 500 lb. capacity, are identical in construction with the famous Westinghouse Baking Ovens, with which they may be combined in sectional arrangement. Radiant nickel-chromium coils in porcelain supports distribute heat evenly throughout the baking chamber. Hearths are lined with thick tiles which capture and hold heat with highest efficiency. Control is provided through three-heat reciprocating switches, and may be completely automatic if desired. For full details of these handsome, economical aids to better cooking, mail the coupon below.



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Send illustrated description of the new Westinghouse Roasting Ovens . . . pounds capacity,
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School feeding demands answered by a DOUGHERTY CAFETERIA



ST. ANDREW'S SCHOOL
ARTHUR H. BROCKIE—Architect

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STUDENT feeding, being entirely different from other forms of food service, presents problems peculiar to schools. Each school in turn presents individual demands. To find the solution to each problem and demand is the work of the DOUGHERTY KITCHENEERS.

These men are particularly able through long training to analyze your own distinct requirements and to interpret them correctly so that a very tangible satisfaction for the school will follow the installation of your cafeteria.

Whenever you are considering a cafeteria, consider DOUGHERTY of Philadelphia, with an advisory service available without charge to you and your architects. And when considering DOUGHERTY, consider the long experience of seventy-nine years that is the background of the foremost food service organization.

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Everything For The Kitchen
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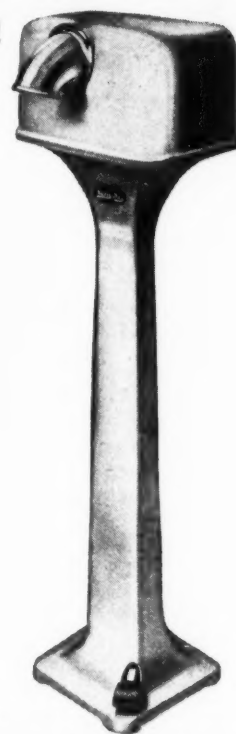


Dirty Hands ---

require organized washing and drying facilities

The first step in any plan of improving present day school washing facilities is to provide water, soap and drying service—in an organized manner.

The New "SF" SANI-DRI simplifies the drying problem. It provides a far more generous service at a fraction of the cost of towels. This new model has twelve important betterments. In addition, it is faster, more thorough and fully mischief-proof. Send for the new booklet "The Airway to Efficiency" which describes all the new advantages.



Electrical Division

CHICAGO HARDWARE FOUNDRY COMPANY
NORTH CHICAGO, ILLINOIS

RURAL SCHOOL STILL EXISTS TODAY

Mr. William G. Carr, director of the research division of the National Education Association, in a recent article, presents a composite picture of the rural school as it exists today. The study is based on many state-wide surveys as well as national estimates.

Mr. Carr finds that the typical school in the open country is a one-room frame structure. The value of the building, site, and equipment is not more than \$1,000. There are 150,000 of these one-teacher schools in the country. The larger consolidated school is an important and growing, but still minor, feature of the total picture. There are now 20,000 consolidated schools in the United States, nearly twice as many as there were a decade ago. To make way for these consolidations, one-room schools are being abandoned at the rate of 4,000 a year. Nevertheless, the one-room school is still the dominant feature of education for rural children, and it appears likely to retain its dominance for some time to come.

The typical rural teacher, it is found, does not remain in her position more than a year or two. She looks forward to one or both of two future events, marriage, or the securing of a teaching position in some city where salaries are higher and working conditions better. The fact that most cities employ few inexperienced teachers indicates that rural schools are the proving ground for the teaching profession.

THE SPRINGFIELD SCHOOL-BUILDING SURVEY

The board of education of Springfield, Ill., has secured a survey of its school-building situation, directed by T. C. Holy, of the research bureau of Ohio State University. The population of Springfield, according to Supt. Frank T. Vasey, is steadily growing and the schools are badly overcrowded. A building program, intelligently planned and executed, must be predicated upon a knowledge of existing conditions and future needs.

In approaching his task Mr. Holy analyzes the community, the rate of growth, the present population status, the financial ability of the school unit, the type, number, location, and probable cost

of buildings required to house the pupil constituency.

Between 1890 and 1930 the population of Springfield had risen from 24,963 to 71,857. Compared with a list of twenty cities of similar size, Springfield had taken the thirteenth place. The industrial payroll of the city, in 1928, had risen to nine million dollars annually. From 1919 to 1930, the enrollment increased from 8,550 to 11,465, or 34 per cent.

The expert evaluates the several school buildings as to pupil capacity, serviceability, and endurance, and arranges his program to extend to 1945, showing what additions to the school plant must be made. He estimates the cost at \$2,745,000.

SALARY SCALE ADOPTED IN WILMINGTON

The school board of Wilmington, Del., has adopted a salary schedule for junior-high-school teachers as recommended by Supt S. M. Stouffer. The following qualifications and salary schedule were adopted for teachers of the junior-high-school staff who meet the new requirements:

1. The minimum salary for teachers possessing the following qualifications will be \$1,200 per year, and the maximum salary will be \$2,450 per year.
2. The initial salary of a teacher entering the school system will be determined at the time of the appointment by allowing at the discretion of the superintendent, \$50 or \$100 for each year of approved experience added to the minimum salary of the scale, namely \$1,200.
3. The annual increment is the same as that of the elementary and senior-high-school schedules, namely \$50 to \$100, depending upon the teacher's rating.
4. Every applicant must have the recommendations of the city superintendent of schools.
5. Every applicant must be a graduate of a four-year college course of an approved college.
6. Every applicant must have had eighteen hours of work in education, particularly the junior high school, six hours of which will be teaching and observation.
7. Every applicant must have had one year of successful teaching experience in the secondary-school field.

The schedule applies only to new teachers coming into the school system under certain definite conditions.

GROWTH OF RAPID CITY SCHOOLS

The school system of Rapid City, S. Dak., has enjoyed a steady growth during the past decade. The total enrollment has grown from 1,582 in November, 1923, to 2,381 in November, 1930. The elementary schools have an enrollment of 771 pupils, while the high school is the third largest in the state.

During the past five years, the school board has completed the erection of the first unit of a high-school building, two complete grade schools, a four-room addition to another school, and the complete remodeling of one of the grade buildings.

During the past year, the school board adopted a salary schedule based on the single-salary idea. In addition, the control of the educational routine, extracurricular activities, and business management has been completely centralized. The supervisory work has been well taken care of through the employment of a supervisor for the first six grades, and one for the six upper grades which includes the junior and senior high schools.

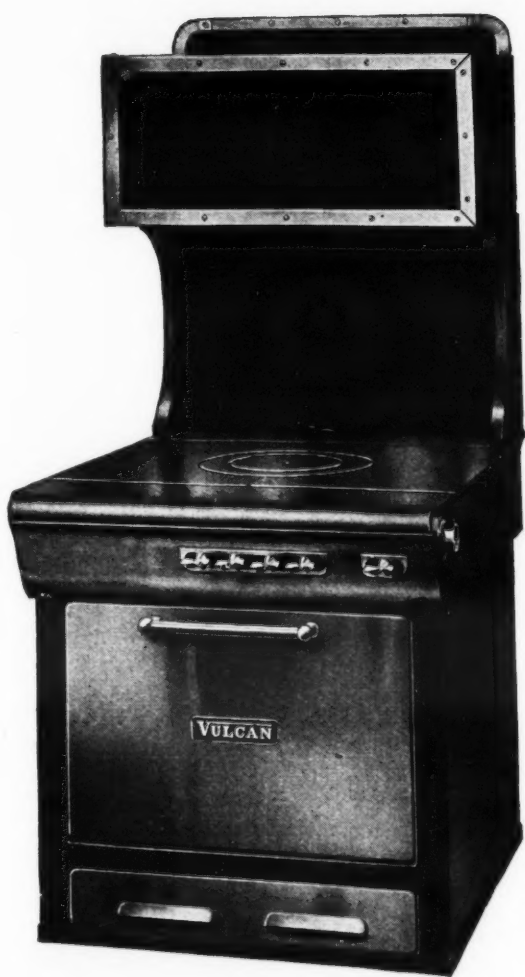
The present superintendent is Mr. E. H. Bergquist, who assumed the superintendency in July, 1929.

♦ Mr. W. E. DANIEL has been elected superintendent of schools at Buckley, Wash.

♦ SUPT. ORVILLE C. PRATT, of Spokane, Wash., has been reelected for another three-year term.

♦ WILLIAM E. SEALOCK, dean of the teachers' college of Nebraska University, has recently accepted the presidency of the Omaha Municipal University. The appointment is for a three-year term and takes effect on September 1. Before taking up his new work, Dr. Sealock will visit a number of similar institutions to study their work and obtain suggestions for an extension of the scope of work offered in the institution. Dr. Sealock has been engaged in schoolwork since 1906 and holds degrees given by Ohio and Columbia universities.

Now ready . . . the **1931 models of heavy-duty** **VULCAN Gas Ranges** **For Schools**



This is what the new 4751 All-Hot-Top Vulcan looks like. It is but one of the new 1931 line of Vulcan Heavy Duty Ranges designed to meet modern and exacting requirements . . . Write for any information you require affecting your specific needs.

In the new 1931 line you find the best modern engineering design, plus all the features that have made Vulcan the leading line of heavy-duty gas cooking equipment for over a quarter of a century. A single unit of the new line (No. 4751 All-Hot-Top) is illustrated here.


It has a hotter top of heavier construction. More working space. Concealed hinges, door springs, manifolds, flues. It's easy to keep clean and easy to service. The unbroken surface of its front makes a handsome appearance in the kitchen. All air shutters and gas cocks are protected from dust and grease.

If you want to cut your gas bills and keep your shins and kitchen cooler, you can have the new Vulcan with insulated oven. If you like oven heat control, you can have that, too. It's the best looking and best working range on the market. Full information for the asking.

Vulcan also makes bake-ovens, fryers, fast broilers, candy furnaces . . . in fact can outfit the finest big kitchens with every modern gas cooking appliance.



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CIRCLE A PRODUCTS CORPORATION

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Also manufacturers of: Circle A Folding Partitions, Rolling Partitions, School Wardrobes, Steel or Wood Portable Bleachers, Portable or Permanent Steel Grandstands

CIRCLE A SCHOOLS
Portable

THE CALIFORNIA SCHOOL BUSINESS OFFICIALS MEET AT FRESNO

The Public-School Business Officials of California held their fourth annual meeting March 12-14, at Fresno. Mr. David P. Hardy, president of the association, presided at the sessions. Greetings to the delegates were extended by Mr. Z. S. Leymel, mayor of the city, and by Mr. Leas, president of the local board of education.

President Hardy, who gave the outstanding address of the morning session, talked on new school construction, which is with the purpose of securing economical prices and of helping to relieve the problem of unemployment which is still an actual problem. He commented on the value of a central theme for each year's work of the association so that there is no need of an overlapping of effort and of consequent loss of interest.

State Supt. Vierling S. Kersey was the first speaker of the afternoon session, the main part of the address dealing with bills now before the state legislature. A helpful report by Mr. Wm. H. Sheldon, of Los Angeles, supported a movement for unified control of the public schools of the state. State Superintendent Kersey carried the idea farther, when he suggested that a closer bond of understanding be established between the educational and the business side of the school system. He urged a rehabilitation of elementary education, an adequate supply of textbooks and supplementary material, a study of the methods of informal education, an investigation of skilled educational management, and the problem of development of property responsibility on the part of principals and students.

The remainder of the afternoon session was devoted to a talk on "Cost Accounting," by Miner B. Phillips, of Pasadena, and "A Definition of Accounting," by J. W. Edgemond, of Oakland. The final paper of the afternoon was one on "Legislation and Legislative Matters," by Mr. Wm. A. Sheldon, secretary of the Los Angeles board of education.

On Thursday evening, Mr. C. F. Lenz, auditor of the board of education, Los Angeles, described the auditing of the student funds of the Los Angeles schools, giving a comprehensive résumé of the problem for all California school systems. Miss Elizabeth Phillips, of Santa Ana, substituted for Mr. Don Rice at the round table on school supplies.

On Friday, Mr. Andrew P. Hill, of the state education department, described the work of his department in the improvement of school construction. He presented three outstanding ideas, namely, the danger of school boards yielding to local demands where there is neither attendance nor future development to justify it, making classrooms tentative ones, capable of meeting changing educational concepts, and the placing of fire escapes on buildings where they are unnecessary. Mr. J. H. Bradley, of Modesto, talked on "The Financing of School-Building Programs." The discussion which followed took up the pay-as-you-go plan as used by other cities following San Francisco's lead. Mr. J. J. Donovan, of Oakland, who discussed "The Professional Relations Between the Architect and the School Board," urged that the school boards employ architects of known reputation and that they pay the full 6-per-cent fee, rather than shop around for 4-per-cent men who render 4-per-cent service. He presented the disbursements of architects' fees in Oakland covering a period of 25 years and involving an expense of \$450,000. His estimates show that 35 per cent of the fee is spent upon the drawings and engineering, 30 per cent is consumed by overhead, leaving from 30 to 35 per cent for reserve and remuneration of the architect. He called attention to the need of expert building superintendence or constant supervision of school-construction work. The cost of this must be borne by the board of education for their own protection, as well as that of the public funds and the safety of the children. He pointed out that in most of the poorly executed jobs it will be found that there has been no worth-while direct or constant supervision. Since the board members are

laymen, they should be properly enlightened as to the right course to follow in the supervision of the school-building projects.

Mr. Ira W. Coburn, of San Francisco, gave an interesting and helpful paper on "School Construction from the Contractor's Point of View," in which he pointed out that the architect is the most important feature in the construction of new schools. He emphasized that the nature of school-building construction calls for a competent, experienced, impartial judge who will rightly adjudicate and adjust matters between the owner and the contractor. It is essential that the state shall insist upon an approved competency before an individual be allowed to design a school. The position of superintendent, he pointed out, is another responsible place in the scheme of school-building construction. The superintendent should have the necessary qualifications and should possess a wide field of experience, as well as a well-balanced technical training for his work.

On Saturday morning, Mr. W. E. Whalen, superintendent of buildings of Oakland, delivered a paper on "Strange Things I Have Seen in School Buildings," in which he stressed the necessity of forethought to prevent fires, as well as keeping in mind the everchanging ideas of elementary education which call for flexible room planning. Mr. H. M. Monroe, secretary of the school board of San Francisco, substituted for Prof. F. W. Hart, speaking on the subject, "The Creative Side of Business Administration." He stressed the fact that the creative side of business administration should resolve itself into a series of problems wherein the contact with the business world, the construction field, the financial field, the industrial sphere, will become the tools to be embodied in solving the educational questions confronting those charged with the administration of public education.

Mr. George Yelland, of Alhambra, was elected to fill the office of president for the ensuing year.

The next meeting of the association will be held at Long Beach in 1932.

Is this the way to clean a wool suit?

Years ago they scrubbed
all clothing, using lots of water and
home-made soft soap made with lye.

Now valuable fabrics are dry cleaned.

For years men have scrubbed floors,
thus soaking and rotting the wood and
cutting out the valuable gums with
cleansing compound.

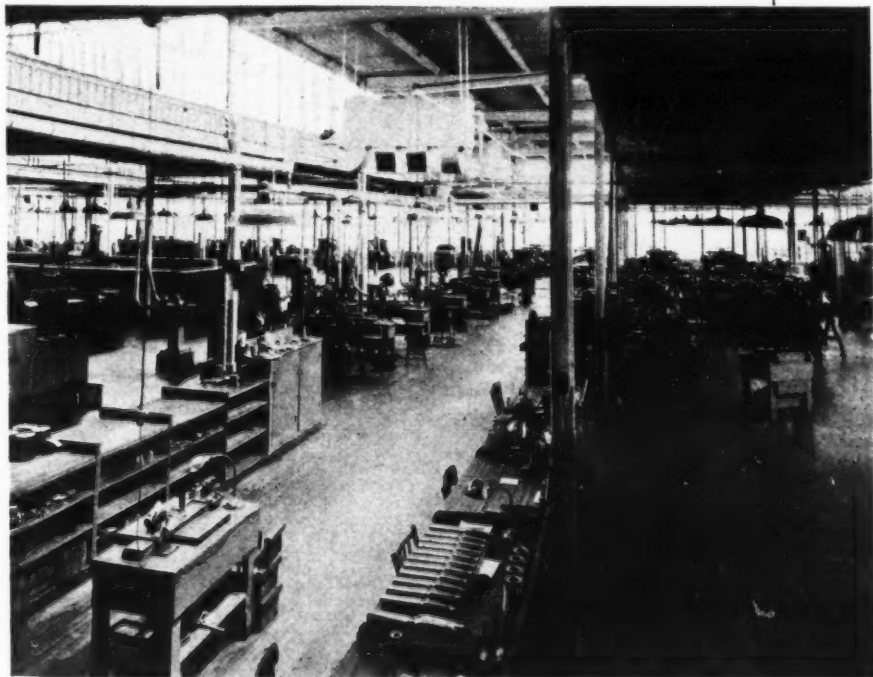
The Modern Way Use

"PERMATITE"

The Penetrating Varnish which seals the
pores against grease, oil, stains, etc.

Dry Clean Your Floors

Read what Secretary Hagerty says about
keeping up his hard service floors.



Let our service experts analyze your
problem - and advise you on correct
maintenance of wooden floors for schools,
machine shops and other hard service
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Sandusky, Ohio

Attention: Mr. Wm. G. Youse

Dear Sir:

We have been requested by your Mr. Heivly to write you concerning
the results which we have obtained from the use of "PERMATITE".

We wish to advise that we have found this material to be exactly
what we want for use in preserving our shop floor. It forms a hard impervious
finish on the top of our maple floor which is very readily cleaned by dry
scrubbing, that is a little steel wool is entained about the bristles of a
rotating brush machine and the dirt and oil accumulations on the floor are
scrapped off in very fine scrapings which are afterwards swept up - the floor
is left with a fine hard polished appearance.

In the picture which Mr. Heivly sent to you, part of the floor
in the right foreground is quite dark. This is due to the shadow thrown by
the lower part of the roof. You will notice in the aisle directly over the
monitor that the light is reflected as from a polished surface.

We are believers in the benefits of a pleasant working place with
surroundings appealing. For that reason we built our factory overlooking one
of Detroit's largest parks. We endeavored to secure a pleasing architectural
appearance to our factory. Have landscaped the front and sides and keep it as
clean as possible both within and without. Our machinery is all painted a
standard gray color. The piping is painted with standard designating colors.
Tool racks and wainscoting a dark green and the walls and ceilings white.

We do not permit an accumulation of grease and dirt upon the floor.
This is kept rubbed away constantly so that our floors are always in very fine
condition.

We have eliminated the use of belts on our machinery and have
substituted direct drives. This helps considerably in keeping our factory
bright and clean and with a cheery appearance.

We find that all this order and cleanliness is reflected in the
quality of work which we receive from our employees and we believe has been
well worth the expense and effort.

Yours truly,

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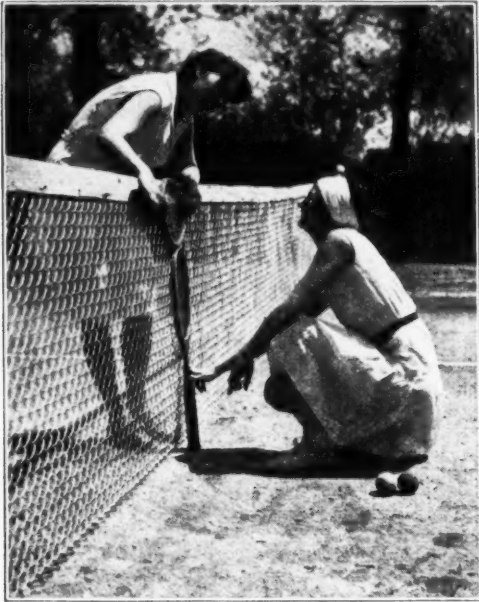
Howard Hagerty

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AMERICAN CHAIN LINK TENNIS NET

If you, and every other official, knew what cord nets are costing you . . . you would appreciate more fully why officials, who have installed the American Chain Link Tennis Net on their courts, say that it is the finest and most economical net to use.

PERMANENT!

No Upkeep or Maintenance Cost

It is a permanent net that will give years of service. Sunshine, dampness, rain, snow, sleet, heat or atmospheric changes will not rot it, or affect it in any other way. It is a permanent net . . . in every respect. It will beautify greatly your tennis courts, for it cannot tear, wrap or sag . . . it always looks like a brand new net just installed.

Install It and Forget It

This revolutionary net eliminates daily erection and removal. It eliminates repairs. It eliminates complaints of students who object to playing over sloppy, torn nets. It wipes out practically all maintenance cost . . . and actually pays for itself the first year.

Investigate! Mail Coupon Today

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I am interested in getting complete information regarding your American Chain Link Tennis Net. There are, under my supervision, . . . tennis courts.

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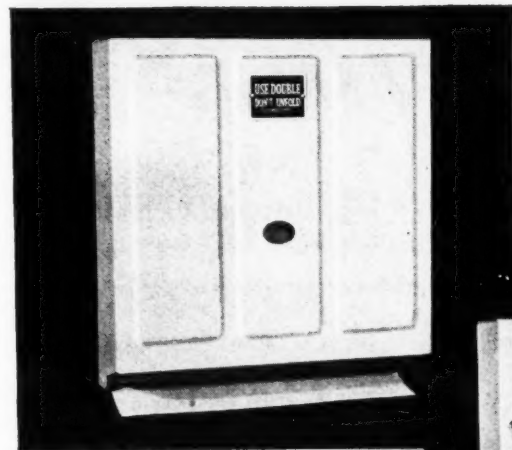
Title

Name of Institution

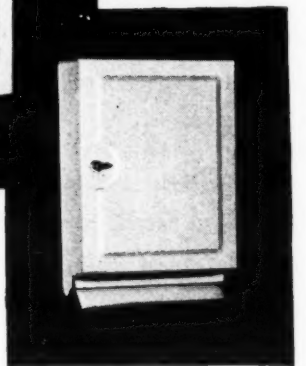
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THEIR HEALTH IS YOUR RESPONSIBILITY!



*Onliwon
White Enamel
Steel Cabinets
for Towels
and Tissue*



Do you realize the great dangers of contagion in school washrooms? How the repeated use of common, insanitary cloth towels, and ordinary, harsh toilet paper will spread diseases and infections? You should—because you are responsible for safeguarding the health of the children in your schools.

You can help prevent the spread of contagious diseases and infections in your school washrooms by providing the children with individual paper towels and absolutely pure, sanitary toilet tissue. Recognize this health-responsibility as thousands of other school boards have done—install *Onliwon Paper Towels and Toilet Tissue* in your school washrooms. Onliwon Toilet Tissue, interfolded, is pure, strong, and non-irritating. Both towels and tissue pass every hygienic test, for they are protected by Onliwon Cabinets from dust, dirt and other contamination.

Onliwon Paper Towels are economical as well as sanitary. For, besides being absolutely safe, they are double-folded. This feature alone gives them double strength and double absorbency. Much larger—10% to 58% more surface area than any other paper towel. It takes only one Onliwon Towel to completely dry the hands.

Onliwon Cabinets, too, feature economy as well as cleanliness. They will not release more than one towel or two sheets of toilet tissue at a time. They avoid waste and theft. It will pay you to know all about Onliwon Towels and Toilet Tissue. Write to the A. P. W. Paper Co., Albany, N. Y.

● A. P. W. is also the largest manufacturer of single-fold towels as well as the oldest manufacturer of roll toilet tissues.



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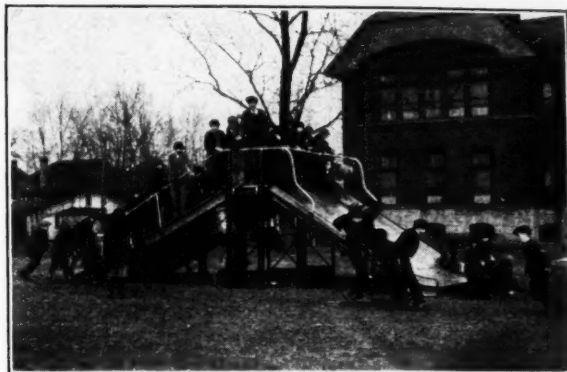
**ONLIWON PAPER TOWELS
AND TOILET TISSUE**

PIONEERS FOR CLEANLINESS SINCE 1877

If They Knew How, Thousands of Children Would Petition for



*Given the Opportunity, They Prefer
The Hill-Standard "Fun-Ful" Line—
Their Choice by Joyful Acclaim!*



Above is shown our new Cellar Door Slide recently adopted by the Board of Education of the City of New York.

Wherever this slide has been placed in service it has won the hearts of children and the approval of physical directors. It encourages unlimited mass play, for the more who play—the more fun.

The result of thirty years' experience, Hill-Standard equipment is outstanding in Durability, Safety and Capacity, serving the largest number of children in the least time, at lowest cost per capita—always with well-thought-out safety. Backed by a liberal money-back guarantee.

Exhilaration, enthusiasm, efficiency in the classroom, the blood purified—future citizenship, a sense of fair play developed along with the muscles and lungs—children do not describe our apparatus in these terms—they simply rush for it and call it great fun.

But their elders know that IT PAYS TO PLAY.

Request Catalog No. 11.

HILL-STANDARD Co.
EST. 1900
Anderson, Indiana, U.S.A.

SIGMUND DEMONSTRATES

(Concluded from Page 36)

ter with you, anyway? You're always hanging around doing nothing. When I was young, boys weren't lazy like they are today!"

Sigmund walked silently into the adjoining room and came back with a pair of slippers. He placed them on his grandfather's feet and put the others away. Since his mother didn't come home until he'd gone to bed, he must take care of this irritable blind man all the time that he was not in school. No wonder he was pale and thin!

"I wonder if you will please tell Sigmund's mother that it will be perfectly safe for him to go to the May Day concert with the others," said Miss Deane, after a pause. "Only six children are going from each room, and their teacher is to go with them. They'll be brought home before eight o'clock."

The old man had started to pound the floor with his heavy cane, and his voice was rough and very indignant. "You think I should let my only grandchild go around singing at a concert when he should be home here with me, do you?" he demanded. "And who do you think will get my supper and keep me company?"

Why, yes! That was the reason! How awful that the boy should have no time at all for himself.

"Is he always with you?" asked Miss Deane, carefully.

The old man grunted. "There is no one else to be with me when his mother is working, and there's no one to work except her. I need some attention! I get little enough. If we had a bit of money I might be able to go somewhere and get real attention."

Miss Deane's face brightened a trifle. "Would you like to do that?" she asked, breathlessly.

"Bah! What does it matter what I want?" growled the man, bitterly.

The place oppressed her unbearably, and it did no good to stay there. Miss Deane rose.

"Would you mind if Sigmund went downstairs with me?" she asked. "The stairs are dark and very winding."

"All right. I suppose so. He won't be much help to you, though," grunted his grandfather, ungraciously.

When they reached the first landing, she asked, "With what boys do you play, Sigmund?"

"Play?" he repeated, as if somewhat puzzled. "No boys."

"Don't you ever play?" she persisted. "At recess. I don't have time at home."

"Isn't there anybody who comes to see you and play with you?"

"My grandfather doesn't like noise," he said, simply.

Suddenly she knew why he looked so forlorn. The child was infinitely lonely! She felt an odd, twisting pain. They had reached the front door and Sigmund was holding it open for her.

All at once a black-and-white terrier puppy ran up the steps and jumped ecstatically upon the little boy. Sigmund gave a sharp cry and fell to his knees.

"Spotty!" he sobbed, wildly, "You've come back! You've come back!" He clasped the wriggling puppy in his arms and rocked back and forth on his heels in delirious joy.

Finally he raised a glowing, tear-stained face to Miss Deane. Her eyes were wet, too. "My grandfather hit him with his cane yesterday, Miss Deane, before I got home from school. The door was open and he ran away. Gee! I thought he was gone for always!"

That night Miss Deane finished a highly satisfactory conversation with her uncle who was one of the board of directors of the Institute for the Blind. Uncle Marcus always kept his prom-

ises, too. Spotty wouldn't be lost the same way twice!

Then she telephoned Miss Turner. "Are you going to see your aunt as usual rather than attend that house party during spring vacation, Lila?" she asked her.

"Yes," said Miss Turner. "I really think it would be selfish not to go, because, after all, I'm afraid she might feel lonesome. Of course I know what you said this noon is true, but—"

"Oh, it isn't, Lila, it isn't!" interrupted Miss Deane, fervently. "That was a stupid and thoughtless thing to say. Circumstances cause loneliness, not choice!"

THE PROGRAM FOR THE REVISION OF TEACHERS' SALARIES IN SPRINGFIELD

(Continued from Page 40)

progressive school systems wish to attract. Theoretically, at least, the committee believed that all teachers with equal ability, training, and experience should receive the same salaries, regardless of sex and regardless of whether they are employed in the elementary, junior, or senior high schools.

It was believed, furthermore, that salary schedules should so operate as to discourage automatically the appointment of untrained teachers and that they should attract those teachers natively qualified for their work who have professional training equal to that required in other professions demanding professional skill and training. Therefore, it was recommended that the qualifications of teachers entering the system in the future should be raised; and since a successful teacher must not only be an educated person but also trained to teach, a regulation in the schedules was proposed providing that no teacher be given a permanent appointment in the future who has not completed at least 15 semester hours of work in the field of education.

PITTSBURGH DES MOINES

Provides Maximum Capacity with Low Cost and Safety

The PITTSBURGH-DES MOINES all-steel grandstand is a structure incomparable in safety, appearance, and low initial and maintenance costs. Its advantages are unlimited.

Trained engineers and erection crews guarantee first class jobs and complete satisfaction to any purchaser of the PITTSBURGH-DES MOINES grandstand.

Two shops, one in Pittsburgh, Pa., and another in Des Moines, Iowa, are equipped with all the facilities necessary to turn out first class work. Competent and experienced hands carry any grandstand job from start to finish.



A Pittsburgh-Des Moines Grandstand at Ursinus College, Collegeville, Pa. Capacity 1440 persons.

PDM Grandstands are built in standard sections, which can be added to or double decked as required. The clear space beneath the stand may serve as offices or storage and dressing rooms. Comfortable wooden seats raised on steel supports give ample leg and foot room.

*Further information on our all-steel
grandstands is given in our free folder
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Pittsburgh-Des Moines Steel Company

3489 Neville Island, Pittsburgh, Pa.

991 Tuttle St., Des Moines, Ia.

693 Hudson Terminal Bldg., New York, N. Y.

Paying More for Competence

It was agreed, furthermore, that only the well-qualified, competent teachers in the schools were entitled to substantial increases in salary. But because of the intangible and unmeasurable quality of much of a teacher's work, it is practically impossible to identify with absolute accuracy the well-qualified, competent teachers on the basis of any test or rating which can be applied, and to reward them in proportion to the service which they render. The number of years of experience always has, of course, been regarded as an excellent index of a teacher's success, the more experienced teachers being paid higher salaries than those with little experience.

It was believed that professional training is also an excellent index of a teacher's efficiency, which would aid in the identification of the more able teachers; and that it should be so regarded in the construction of salary schedules. Human efficiency in the discharge of any work depends in part upon native ability, but that ability functions in proportion as it has been found the right work and has been properly trained to perform it. Professional training does not mean better teaching in every instance. It is true that some teachers with excellent paper qualifications are incompetent; it is true that there are born teachers, few in number, who, despite a lack of training, are eminently successful; and it is also true that with schedules partly based on training there will be those teachers who are more interested in the accumulation of credits than with self-improvement. In the greatest number of cases, however, professional preparation is essential to success in teaching and those teachers with the most advanced training render the best service. Therefore, the adoption of schedules was recommended which would give the highest salaries to those teachers who already have secured advanced training beyond

minimum requirements or who secure such additional training in the future.

This does not mean, of course, that the interests of those older teachers in the schools who have rendered loyal and efficient service for 10, 20, and 30 years were disregarded. No one would think it fair to penalize these teachers for a lack of college credits which had never been required, especially since most of them had obtained additional training through private study, and special provisions were recommended which will enable them to reach the higher levels of the schedules.

The New Salary Schedules

The school board and the teachers' committee on salary schedules were in complete accord as to the factors which should determine teachers' salaries. Though the new schedules which were voted are not, perhaps, ideal, they represent a distinct application of the principles which were advocated as basic.

The general public regarded as essentially practical the adoption of salary schedules which encourage teachers to improve the quality of their teaching service by giving additional remuneration to those teachers who secure additional training. The public accepted without question the principle that as a rule well-trained teachers are more efficient than poorly trained teachers; and since it is obvious that it costs money to secure additional training, there was no criticism of the adoption of schedules which will improve the service given by the schools.

From time to time many cities are confronted with the need for salary schedules which will raise the salaries of the teachers to a reasonable level. Schedules are needed which will enable them to secure and retain competent teachers and which will stimulate these teachers to improve their work. That plan for the revision of teachers' salaries has the best chance of success

which is placed upon a higher professional plane and is primarily concerned with the interests of the children and the community, which will not overburden the taxpayers and will guarantee constant progress throughout the school system. Not in the majority, but in many cities in this country, such a program can be financed largely or in part as it was in Springfield, through more effective organization and through systematic regulation of the various expenditures for the schools. When properly presented, the teachers will support a progressive program which will raise the qualifications of the teachers to the level of a profession and the American public will support reasonable proposals for the revision of teachers' salaries which will result in a decided improvement of the schools.

THE IDEAL TEACHER

(Concluded from Page 46)

b) He always investigated any little trouble before stating the punishment; he was fair to all.

10. a) He wasted no time or effort to make us thoroughly understand the work; and by being a comrade with us he had full control over us.

11. a) He loved his work; he thought of nothing else.

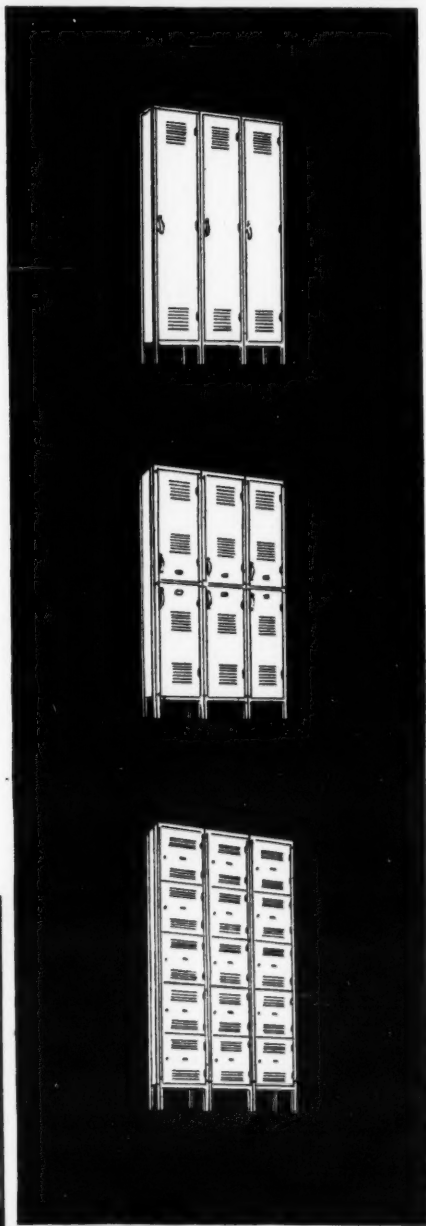
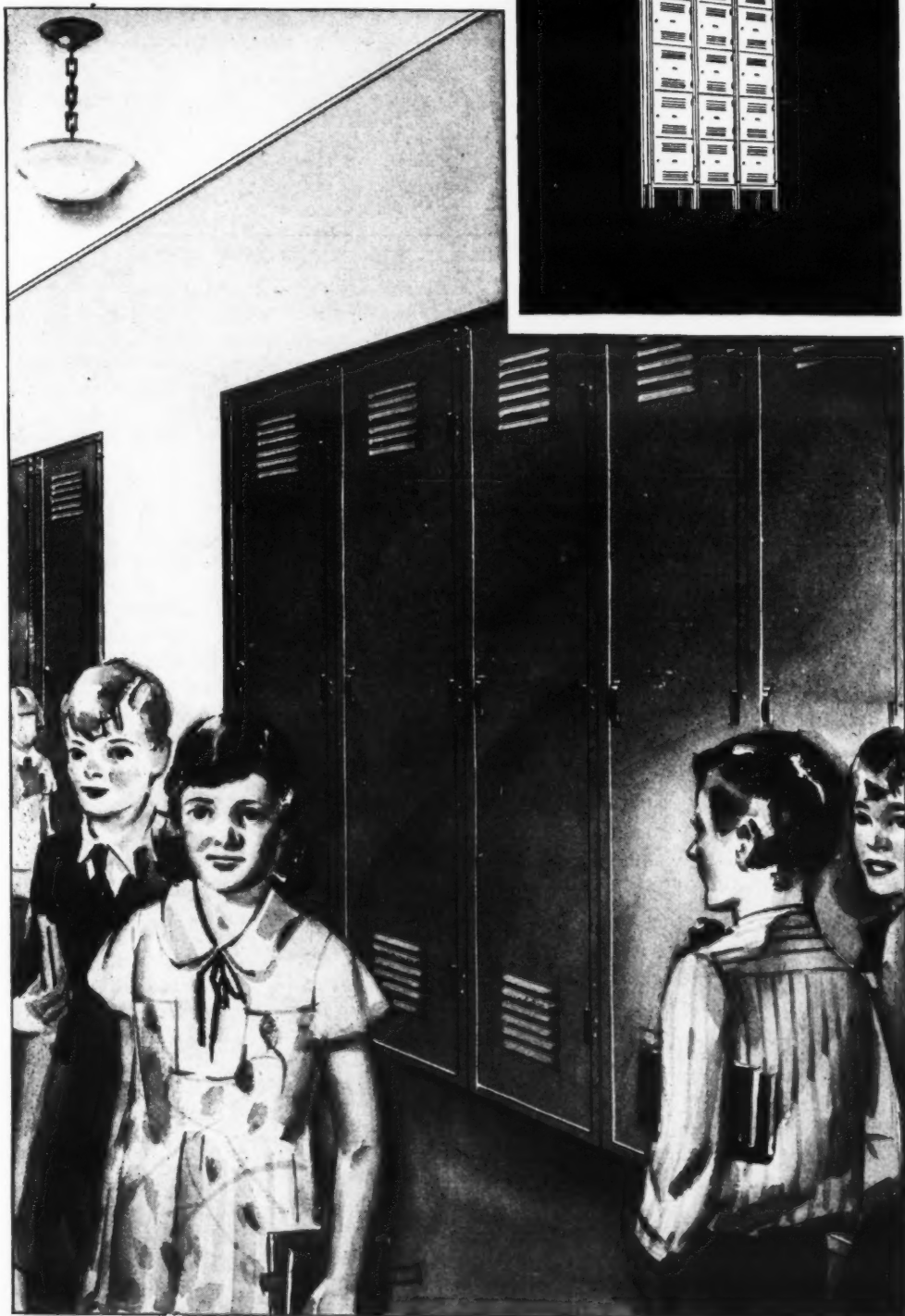
♦ MR. JOHN C. SHREVE, superintendent of schools at Moundsville, W. Va., has announced his resignation to take effect at the close of the school year. Mr. Shreve will return to the University of Pittsburgh to complete his work for the Doctor of Philosophy Degree.

♦ SUPT. ROSCOE PULLIAM, of Harrisburg, Ill., will teach courses in education at the George Peabody College for Teachers during the summer session.

♦ MR. C. E. WHEELER has been elected superintendent of schools at Hyannis, Mass., to succeed J. P. Fogwell.

For... TOUGH

● Six types for every school need



SERVICE

CHOOSE

Berloy lockers



They serve efficiently, quietly . . . This quiet operation means much to school authorities. Rubber bumpers rest at top and bottom of locking bar.

The locking device is positive — always operating securely and satisfactorily. Just one of the many features of BERLOY Lockers yet indicative of the painstaking care put into the building of these better lockers.

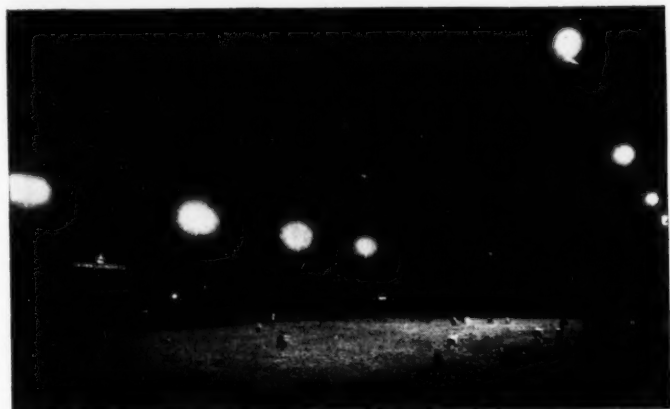
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GIANT FLOODLIGHT PROJECTORS

The size of your school budget is not important when you install Giant Floodlight Projectors for Night Play. Giants are not only the most economical, but they pay for themselves many times over, through the increased receipts from night games.

Beaumont, Texas, High School increased attendance 500% with Night Football; West High at Waterloo, Iowa, attendance increased 400%. Scores of other schools and colleges report Night Games immensely successful with Giants—proven the best for ALL Night Athletics.

Write for illustrated catalog and complete details on Giant Illumination.

We also manufacture the famous line of Giant Playground Apparatus. Ask for Catalog No. 21.

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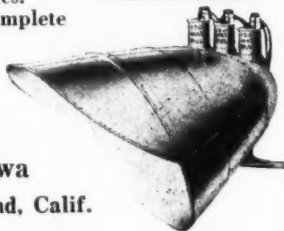


Division R

Council Bluffs, Iowa

Trenton, N. J.

Oakland, Calif.



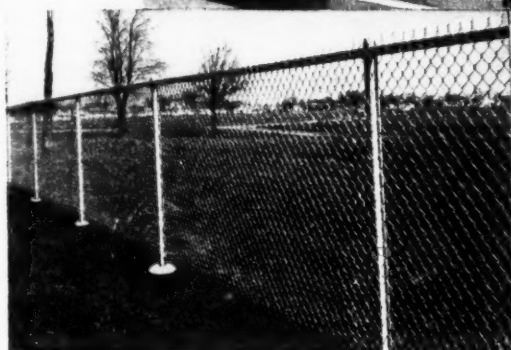
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Noted for beauty and durability and low price.



Chain Link Wire Fence

Our Oval-Back I-Beam Line Post strongest and heaviest in standard use.



Fence is the only STOP signal that children will obey.

Provide defined safety areas where children can play in safety at an average cost of 14¢ a year, a child.

The Stewart Fence Specialist will gladly give you a layout of a low-cost combination of rust-resisting Wrought Iron and Chain Link Wire Fences. Write for catalog on School Fences.

BASEBALL BACKSTOPS—TENNIS COURT ENCLOSURES

Stewart makes the best Baseball Backstops, Tennis Court Enclosures, and Chain Link Wire Fences for Playgrounds, etc. Write for literature.

THE STEWART IRON WORKS CO., Inc.

705 Stewart Block

Established 1886

Cincinnati, Ohio



Galvanized AFTER weaving by Stewart Hot-Dip Process

The only Fence with Oval-Back I-Beam Post and 3-rib Channel Rail

SAFEGUARDING SCHOOL-BOARD DEPOSITS—II

(Continued from Page 44)

average balances; and the *minimum* for short time adjustments is in all cases one fifth of the annual premium (equal to earned premiums for 73 days). Renewal premiums are charged in advance on the penalty of bonds, and adjustment for average daily balances is made only on its anniversary; or its expiration if the bond has run over 12 months.⁹

The preceding statement may be better explained as follows: If a bank provides a depository bond for \$100,000, deposits up to that amount will be protected. If the average daily balances of the deposits for a period of one year or longer average only \$50,000 the company will make an adjustment so that the premium on the bond is paid for only \$50,000. If the average daily balances amount to \$75,000 the premiums will be paid on \$75,000. However, if the average daily balance is only \$30,000, the premium will be charged for \$50,000 as the premium is subject to an annual minimum of at least 50 per cent of the annual premium on the full penalty of the bond.

Another objection to the use of depository bonds is that the surety companies may not be able to meet their obligations if they become involved in too many failures. There is a remote possibility that this might happen. To guard against such a contingency, the school officials should accept depository bonds written by the strongest and most reliable companies only. It would also be well if the various state statutes pertaining to surety companies were studied and amended to safeguard the interests of the public. California, for example, has some excellent statutory provisions relating to this matter. The surety companies doing business in this state must hold a certificate of authority from the United States Treasury Department showing

that they are acceptable as sureties on federal bonds, if they wish to write depository bonds for local public funds.¹⁰ The surety companies in this state must also be approved by the insurance commissioner of the state, and no surety company may furnish a bond for more than 10 per cent of its capital and surplus without reinsurance.¹¹ Laws of this nature, if observed, will do much to protect the public interests.

In practically all instances, wherever the banks are required to furnish security for the public deposits, the premiums on depository bonds are paid by the banks. It may be argued that the premiums should be paid by the public boards who administer the funds since it is the public funds that are being protected against loss, and not the bank's. As a matter of fact, the public does pay these premiums, but indirectly. If security is required, the bank knows this in advance and can adjust the rate of interest it will pay on the average balances accordingly. If the bank is to furnish a depository bond the interest rate can be lowered a trifle to make up for the premium on the bond. Thus, the public indirectly pays for this protection.

¹⁰Statutes and Amendments to the Codes—California, 1927, p. 98.

¹¹Codes and General Laws, California, Deering Consolidated Supplement, 1925-1927, p. 1185.

(To be Concluded)

RADIO EDUCATION—IV

(Concluded from Page 59)

the same schedule that may have been used in rearranging for the other broadcasts mentioned. It was assumed that the school period ended at 2:30. This means that classes have to change in the middle of the broadcast.

The third method and the most desirable of all, if it can be worked out, is to plan for an hour period from 2:00 to 3:00 in which radio programs may be received, class meetings held,

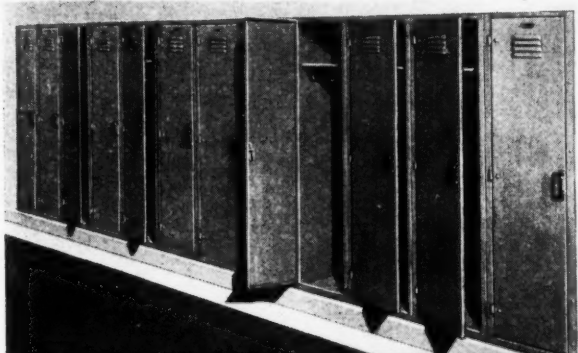
and various extracurricular activities engaged in. Certain limitations are immediately to be faced. If the 45-minute period is used, there must be, at least, seven 45-minute periods. To get these in, leaving the hour from 2:00 to 3:00 open, school must begin at 8:30 or earlier, and even if it starts at that time, will continue until 12:15. To get the other three periods in the afternoon, school must continue until about 4:30. Many administrators are convinced that the school should assume a longer day, but most communities are not cordial to that view. To the pupils of many schools who transfer from rural districts this means considerable hardship. In western Ohio pupils frequently have to leave home for school while it is still dark in the mornings and do not return until twilight, during the winter months. If 60-minute periods are used—and few small schools use them—it is necessary to get in 6-hour periods. This with the hour-radio period, means a 7-hour school day. It must extend from 8:00 to 4:00; or 9:00 to 5:00.

Considerable relief from this extended day could be had if all programs of interest to grades 7, 8, 9, 10, 11, and 12 were to be scheduled within a half-hour period, all occurring from 2:00 to 2:30 or from 2:30 to 3:00. As the program has been arranged for the Ohio School of the Air, four broadcasts are offered from 2:00 to 2:20; three from 2:20 to 2:40; four from 2:40 to 3:00; and one from 2:30 to 3:00. If these 12 programs could be confined to a half-hour period for the 5 days, then the school-day problem could be met and the "radio period" would be a solution usable by all schools. However, all programs from the seventh grade up must be placed within the same half-hour range to care for the 6-year and junior high schools. For high-school use, the programs from 2:20 to 2:40 seem to have caused the most trouble in schedule rearrangement.

⁹Towner Rating Bureau, Towner Rate Manual, p. 75.

The Latch Catches *every time*

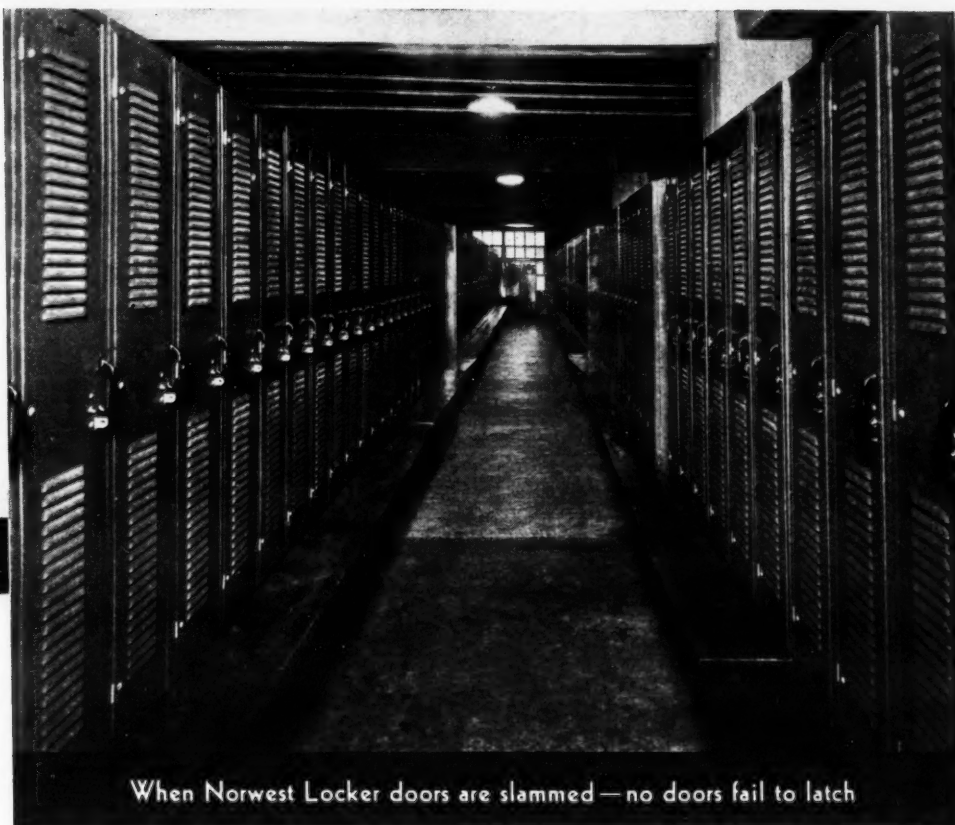
even when the door is slammed



This happens when ordinary doors are slammed
Note the open doors!

Positive Latching

one of four important new developments in NORWEST Lockers



When Norwest Locker doors are slammed — no doors fail to latch

THERE will be fewer locker doors left open for students to run into and get hurt on when you equip your schools with the new Norwest Steel Lockers!

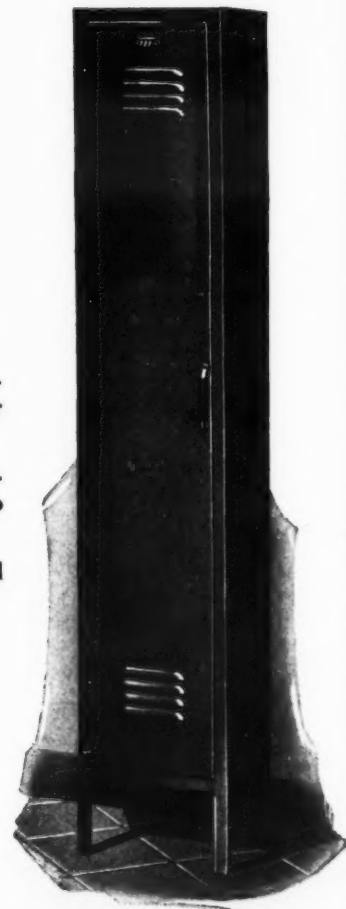
Regardless of how violently a Norwest Locker door is closed, it latches instantly and *stays shut!* Gravity is not the principal factor in its operation. *The latch catches every time!*

This *positive latching* of the new Norwest Steel Locker also keeps the handle in proper position for efficient operation. It is raised, when the door is open and down, when the door is closed. Students can't rattle the handle and work the

latch rod out of line. Quieter performance is assured—as well as longer wear.

Other NEW Developments of NORWEST Steel Lockers

1. Quieter Operation--irremovable, treated, leather bumpers.
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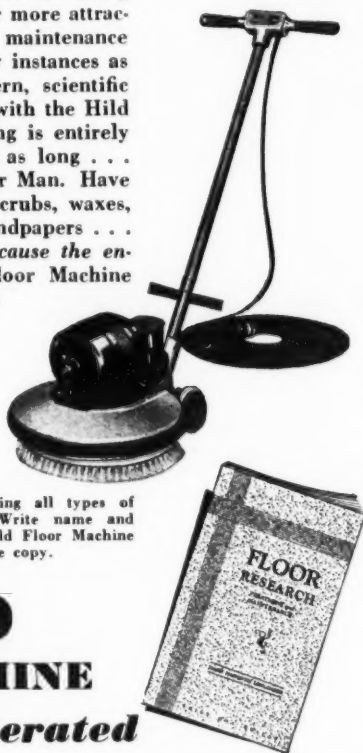
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ITS being done every day. Floors are being made beautiful, lustrous... far more attractive than ever before... while maintenance costs are going down... in many instances as much as 50%... by the modern, scientific method of treating and polishing with the Hild Floor Machine. Frequent scrubbing is entirely eliminated. Floors last five times as long... Call in and consult the Hild Floor Man. Have him show you the machine that scrubs, waxes, polishes, grinds, refinishes and sandpapers... all with record-breaking speed because the entire weight is overhead. Hild Floor Machine Co., 108 W. Lake St., Chicago, Ill.

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The only book of its kind. "Floor Research." Discusses the latest, scientific methods of treating and maintaining all types of floors. Your floor problems answered! Write name and address in margin below and mail it to Hild Floor Machine Co., 108 W. Lake St., Chicago, Ill., for free copy.

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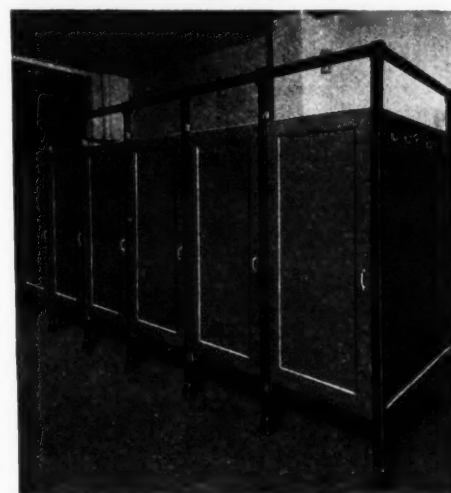
—built from 16-gauge Keystone (rust resisting) copper bearing steel—able to stand careless treatment year after year.

—no places for dirt or germs to hide and spread.

—come in flush or panel type styles as desired.

—all partition fittings being heavy pressed steel means no brittle castings to break or sharp corners to tear clothing or injure children.

—most practical for all installations, large or small.



Out of the Classroom

—many things may happen! In the toilet rooms—higher standards of hygiene are gained through the installation of FERROMETAL Steel Partitions. They provide cleaner, finer, more wholesome toilet room facilities—with a minimum of supervision and discipline.

FERROMETAL Steel Toilet Partitions maintain order, sanitation and quietness—and are designed for school requirements. Write for literature that will help you in planning school toilet rooms to best advantage.

Milwaukee Stamping Co.
MILWAUKEE, WIS.

FERROMETAL
METAL COMPARTMENTS

VOCATIONAL HISTORIES OF CITY-SCHOOL SUPERINTENDENTS

(Concluded from Page 48)

amounts listed for Groups II and III and almost equivalent to that for Group IV. The lowest salary reported (\$900) was that of one of the relatively small number of female administrators, practically all of whom are in the smallest city-size group. It is significant to note that one community of over 5,000 population pays the superintendent a salary but little in excess of \$2,000. Equally significant is the presence of a city above 10,000 in population in which the head of the school system receives a salary under \$3,000. The increases in median salaries from group to group, which are respectively \$1,400, \$500, \$900, and \$600, evidence in every case very worth-while gains.

Nature of First Positions

A knowledge of the specific types of positions in which the superintendents first entered the field of public-school education is of significance to prospective administrators who are now plan-

ning their programs of training. For what initial or preliminary positions should they prepare? The following tabulation (Table V) may also contain information of interest to the superintendent who would like to discover what relation, if any, has been evidenced between certain types of initial experience and advancement in the profession.

Only approximately a tenth of the total number of administrators included in the investigation went directly from school or college into the work of the superintendency. All who did so began in communities below 2,500 in population. A similar proportion (11.1 per cent) had their initial experiences in public-school work as high-school principals. Slightly less than 6 per cent entered in other administrative capacities. The most popular avenue of entry into the profession was through the high-school instructorship; slightly more than a third of the nearly 600 superintendents reported such positions as their first. The second largest number (29.6 per cent) began their careers in public-school education as teachers of rural schools.

(To be concluded)

TABLE V. Percentages of the Superintendents in Each Group Reporting Certain Types of First Positions in Education

Type of First Positions	I Below 5,000 (369)	II 2,500- 5,000 (91)	III 5,000- 10,000 (63)	IV 10,000- 25,000 (45)	V 25,000- 100,000 (15)	Totals
Rural-school teacher ...	26.6	26.4	39.6	40.0	53.3	29.6
Elementary-school teacher	5.9	12.0	3.2	—	—	6.0
High-school teacher....	35.8	34.6	31.6	26.7	26.7	34.2
Elementary-school principal	4.7	5.4	4.8	6.7	—	4.9
Junior-high-school principal	0.8	2.1	—	2.2	—	1.0
High-school principal...	13.4	7.6	4.8	8.9	6.7	11.1
Superintendent (Group I)	11.8	10.9	8.0	6.7	13.3	10.8
Other	0.8	1.0	6.4	6.6	—	1.9
Not reporting	0.2	—	1.6	2.2	—	0.5
Totals	100.0	100.0	100.0	100.0	100.0	100.0

THE RELATIONSHIP OF THE SCHOOL BOARD TO THE STATE DEPARTMENT

(Concluded from Page 57)

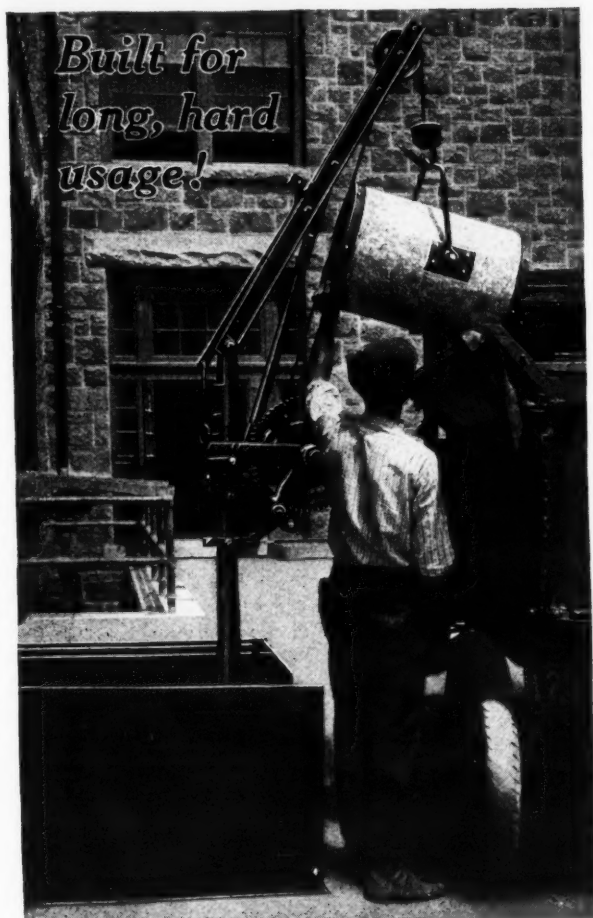
In conclusion, then, the school-board member should regard his state department of public instruction in an impersonal way as a necessary and constructive force for educational progress. Both the individual school district and the state have interests and rights at stake, that must be safeguarded. Each has a right to demand and expect that the other meet certain standards while confining its activities to certain spheres. That these spheres are often practically concentric does not entirely solve the problem, because the differences in human relations always loom larger than the similarities. There must be give and take, mutual respect and self-respect, coöperation and courage.

♦ Tripoli, Iowa. The citizens have approved a bond issue of \$55,000 for the financing of a high school.

♦ Detroit, Mich. The school board has voted to name one of the new schools for Dr. Albert E. Winship, dean of education and editor of the *Journal of Education* in Boston. The action was taken because the board deemed his name worthy to be placed on an educational building as an example of character and citizenship on which to mold young lives.

♦ Canisteo, N. Y. The school board has completed plans for a bond issue of \$450,000.

♦ In conformity with its policy, the Kansas Schoolbook Commission has asked the state teachers' association to appoint a committee to recommend suitable junior-high-school textbooks for the schools of the state. The present list expires next September so that it is necessary to make provision for the books to be used during the next period of years. The committee named comprises Mr. L. H. Petit, Chanute; Mr. J. W. Jarrett, Hutchinson; Mr. R. F. Williamson, Newton; Mr. D. C. Clarke, Bonner Springs; and Mrs. Helen Eckstein, Wichita.



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CONSOLIDATED SCHOOL DISTRICT NO. 7

Harrah, Oklahoma

March 11, 1931

"The Potter Manufacturing Corporation.

Gentlemen:

"We beg to advise that on Friday, March 6, at about 10:00 a.m., our high school building was completely destroyed by fire. The fire had gained such headway when discovered that it was necessary to use the Potter Fire Escape to get the pupils in the second story out of the building. About two hundred children used the Potter Tubular Slide Escape in getting out of this burning building, and not one of them received even a scratch. They were only about 2½ minutes vacating the entire upper floor, consisting of five rooms. They made the exit from the building in an orderly manner, but were compelled to leave all wraps, lunches and books, because of the heat and smoke.

"The Potter Fire Escape does all that you claim for it, and we feel that it was the means of saving the lives of a number of our pupils. The smoke was filling the building and coming up the stairways, making it impossible to take the children down that way. They all slid to safety through the Potter Fire Escape. We are very thankful that the school board had placed this escape on the building, and want to recommend same to be efficient."

Very truly yours,

Joe Walters
Supt. of Schools

W. H. King
Chairman School Board

POTTER TUBULAR SLIDE FIRE ESCAPE

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Detroit Entertains American Educators

(Continued from Page 63)

"3. To be brought up and educated by those who understand the nature of the burden he has to bear and who consider it a privilege to help him bear it.

"4. To grow up in a world which does not set him apart, which looks at him, not with scorn or pity or ridicule, but which welcomes him, exactly as it welcomes every child, which offers him identical privileges and identical responsibilities."

Dr. Cooper showed that only 44 city-school systems now provide special classes in lip reading, and 60 cities offer such instruction in evening classes. Nineteen cities report Braille classes, and 95 cities have 348 sight-saving classes. The care of crippled children is generally neglected in spite of legislation in practically all states. Continuing his discussion of subnormal children, Dr. Cooper said:

"In administering your schools the children which cause most concern are those which do not fit into the regular organization. . . . The White House Conference recommended the establishment of a central research bureau in each state, supplemented by a well-organized program for community supervision. For all defective pupils, the Conference declared that this central research bureau should furnish the facts that will enable us to decide what to do about education, industrialization, institutional care, and community supervision. For all groups of physically and mentally defective pupils are urged early diagnosis, specialized treatment, individual health education, the largest possible cultural education that the child is able to enjoy and absorb, specialized vocational guidance, vocational education, and advantageous placement with careful follow-up."

Quite curiously, Dr. Cooper spoke also of mentally gifted children as a liability to the community. He said:

"The White House Conference reported one and one-half million children in the schools with an I.Q. above 20. 'There,' remarked the President, 'lies the future leadership of the nation if we devote ourselves to their guidance.' Among your 5,000 children you should find 150 to 200 who belong in this class. Yet only 40 cities reported special classes for them with a total enrollment of 4,000. In small towns and rural areas those children are apparently not even recognized. Yet, responsibility for the proper conservation of their talents rests primarily on the educator. Speaking before a session of the Mental Hygiene Congress, Professor L. S. Hollingsworth said, 'where the gifted child drifts in the school unrecognized, held to the lock-step which is determined by the capacities of the average, he has little to do. He receives daily practice in habits of idleness and daydreaming. His abilities are never genuinely challenged, and the situation is contrived to build in him expectations of an effortless existence. Children up to about 140 I.Q. tolerate the ordinary school routine quite well, being usually a little young for grade through an extra promotion or two, and achieving excellent marks without serious effort. But, above this status, children become increasingly bored with schoolwork, if kept in or nearly in the lock-step. Children at or above 180 I.Q., for instance, are likely to regard school with indifference, or with positive distaste, for they find nothing interesting to do there. On the other hand, if the child be greatly accelerated in grade status, so that he is able to function intellectually with real interest, he will be misplaced in other important respects."

In concluding, Dr. Cooper asked whether schoolmen must not consider all of the children a responsibility. He quoted a statement of Supt. A. H. Hughey of El Paso, who writes:

"The schools here have taken stock of their work on the problem. The results are comparatively small when the needs are considered. It would be easier for the schools to take no responsibility at all in the matter. If the schools are to have a partial responsibility, however, for the quality of the next generation, not alone in typical school instruction, but also in meeting some needs of the handicapped two children out of every nine children, then public sentiment will have to express itself in definite tangible form. How about it? Shall we look the other way?"

Business Problems in Education

School business administration received attention at several group gatherings on Tuesday and Wednesday afternoon. Mr. H. L. Mills, of Houston, Tex., presided at one group, providing a rather well-rounded program which was opened with a scholarly address on "Financial Economies Possible Through Improved Business Administration of Schools." Dr. N. L. Engelhardt, the speaker, urged that economy in school business may not consist in retrenchment

or parsimony, but as the frugal use of the resources of the community for the greatest efficiency of the school system. He argued especially that financing should be based on long-term plans, and that economy should be scientifically determined by close adaptation of business methods to educational needs, by the elimination of waste, and by full utilization of all resources.

At the same meeting, Mr. H. H. Baskerville, a member of the Los Angeles board of education, discussed "Fundamental Problems of School Accounting." Asst. Supt. A. J. Tete, of New Orleans, La., outlined "The Fundamentals of a Retirement Fund for School Employees."

The most pressing present problem of school business administration, i.e., school finance, did not receive the attention at the general sessions which it seemed to deserve in view of the present economic condition of the country and the certainty of reduced budgets which confront school boards during the current year. Dr. William C. Bagley, of Columbia University, was the only courageous individual who frankly faced the facts when he said that school budgets are being reduced and that adjustments must be made in education to meet these reduced budgets. Dr. Paul R. Mort, who discussed "Finance as a Means of Articulation," argued strongly for state tax reforms as a means of aid and relief to schools which are in distress. There is, in Dr. Mort's opinion, a need for better educational leadership which will not only make for proper distribution of monies necessary for the schools, but which will articulate state educational finance with all other branches of state government, and coordinate the schools with the state's program of general administration. Assistant Commissioner of Education A. D. Simpson, of New York state, argued strongly the value of state unification of fiscal control of schools, pointing to New York state as a fine example of a commonwealth which has aided local schools through a well-developed policy of fiscal guidance and control. Asst. Supt. Louis Nusbaum, of Philadelphia, in arguing local aspects of financial articulation, declared for independence of the schools from other local governmental agencies and outlined a plan of articulation within the school system.

Both the National Society for the Study of Education and the Department of Rural Education took up problems of the country school and the country child. Rural educators, as suggested by the meeting of Tuesday evening, now understand the necessity of compelling urban and industrial communities to share in the rural education burden. They are arguing strongly that the rural high school shall not simply educate for rural life, but that its scope shall be distinctly broadened. They are recognizing that the intelligence of the rural child is not less than that of the city child, but that it differs because of the solitude and the social contacts which the country child has. United States Commissioner William J. Cooper voiced the general opinion when he argued that rural educators must abandon the idea that rural education is apart and distinct in its problems and needs from all of American education.

Religious Education

That American school authorities are growing in their realization of the necessity of integrating all life was demonstrated in a small group section on Tuesday afternoon which undertook to discuss religious education. A rather new note in this field was sounded by the Rev. Mr. R. W. Woodroffe, rector of St. John's Church, Detroit. He said in part:

"A nation's chief asset is its children. The whole future depends upon the type of child-life we are producing. It has been said that civilization advances



S. D. SHANKLAND
Secretary of the Department of Superintendence,
Washington, D. C.

on the feet of children. If this is so, we must give the very best we have to the development of the life of the child.

"There are three great institutions that have to do with the shaping of the child's future—the home, the school and the church. Each of these institutions has its contribution to make. They each possess certain powers peculiar to themselves. But it is in cooperative endeavor that they should bring to bear upon the child's life the very best they have that will develop the finest character in the child.

"Education and religion belong together. In the development of the highest type of character religion is necessary. Therefore, the place of religion in education is of supreme importance. It is being recognized today that religious ideals and convictions furnish the strongest sanctions for sound morals and that life at its best must have a spiritual background.

"Religion and morals belong together. Now it is the business of the schools to teach morals, but it is the work of the church to teach religion. We are coming increasingly to see that religion is a vital element in human experience; that in the motivating of conduct and in the determining of character there is no greater force. This being so, religion cannot be disregarded in the process of education.

"It is not the function of the state to teach religion—this must ever remain the function of the church. But this does not imply that the state must be indifferent to the religious training of its future citizens. Indeed it should be a matter of chief concern. The school in cooperation with the church, should make possible the full education of child-life.

"The church is challenged today as never before. It must see to it that it makes the religious education of children its primary function. Education in religion is imperative because we cannot survive as a people unless we develop spiritually."

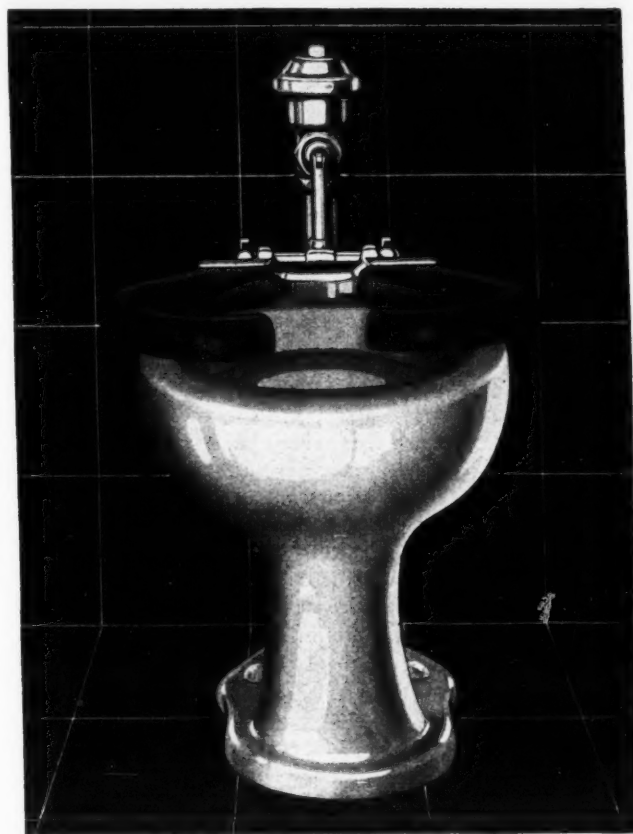
School-Building Problems

Dr. W. W. Theisen, of Milwaukee, in opening the session on school-building problems, argued that the choosing of school sites in growing cities is extremely difficult, because of uncertain trends in population growth of the community. School sites, he said, should contribute to the fullest toward carrying out the functions of the school. The success of a school building, in the opinion of Mr. William B. Ittner, St. Louis, depends entirely upon the skill of the architect in translating educational needs into an efficient plan. There is a vast need in American schools for more beautiful architecture so that school buildings will rank as the finest assets in our communities by their genuineness, their simplicity, and dignity, their honest construction, and their beautiful settings.

Mr. Homer W. Anderson, deputy superintendent of schools at Denver, Colo., rather deprecated the value of the architect's service in planning buildings, holding to the idea that the most important element in planning buildings is the definite outline of needs which must be provided scientifically by an educator who is thoroughly conversant with the curriculum.

(Continued on Page 136)

The Royal Automatic seat-operating valve delivers a full, positive flush and not one drop more. With this valve no bowl stands unflushed, yet no water is wasted.



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The first choice of school authorities

In the nation's finest schools the majority of flush valve installations are Sloan.

This preference is easily understood. The Sloan Valve Company has been making flush valves—and flush valves only—for twenty-five years. A quarter century of specialization has established a reputation for dependable, unfailing service which is unequalled in the flush valve field.

In addition, the Sloan line includes hand-operated and automatic seat-operated flush valves of all types, either exposed or concealed. Thus every school requirement is provided for, whether floor or wall outlet closets, urinals or slop sinks. For maximum water savings, valves with a measured flush are available for cold water showers and lavatories.

Offering leadership in quality, reliability and variety to suit every purpose, it is natural that Sloan Flush Valves should be the first choice of school authorities.

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CHICAGO
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Your 1931 Maintenance Charges CAN BE REDUCED!

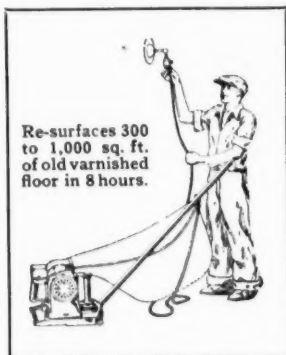
As a school building grows older, the maintenance charges generally grow heavier. But this year those expenses can be cut. Your school board can considerably reduce the 1931 maintenance costs, just as many schools have done and are doing.

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With the powerful fast-cutting Clarke Vacuum Portable Sander the Board of Education of Trenton, N. J., saved \$2,850 on one job of refinishing desk-tops. This work, which they formerly let on contract, was done with their own help and a Clarke at one-third the former cost, and with superior results. They resurfaced their floors, too, with the same machine with similar excellent results.

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Teachers' desks, tables, drawing and manual training benches, laboratory tables, can be readily made

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(Continued from Page 134)

A most valuable feature of the Detroit convention was a large exhibit of school-building photographs, plans, and specifications, gathered by Miss Alice Barrows, of the U. S. Office of Education. The exhibit deserved far more attention than it received, and should be taken over by the Department itself, as was the case in Cincinnati some years ago.

The Business Meeting

In proportion as the Association has been growing in size and in the quality and amount of its continuous service between conventions, the annual business meetings have been decreasing in activity and interest. The main business affairs of the Department are controlled by its executive officers and committees, and by a small but active unofficial steering group. At Detroit, the only untoward incident was precipitated by the unwise insistence of one or two persons for a resolution urging the repeal of the eighteenth amendment. The dry advocates in defending themselves forgot that they were calm executives and acted as executioners of the proposed resolution and of its proponents. The Department committed itself to continue the campaign for a million-dollar endowment fund for research, which up to the present time has not aroused professional interest to the extent that city and rural superintendents have subscribed an amount worth reporting.

In his election to the presidency of the Department for 1931-32, Dr. Edwin C. Broome, of Philadelphia, was given a well-earned recognition. Supt. George Bush, of Oakland, Calif., received a majority of the votes for the office of second vice-president, and Supt. H. S. Weet, of Rochester, N. Y., was added to the executive committee. The next convention will be held in Washington, D. C., February 17-22, 1932.

The resolutions were in the main a restatement of the position which the Department has taken in previous years on important educational policies. In addition to the "prohibition" resolution and thanks extended to Superintendent Cody, the Detroit school authorities and the Detroit newspapers, the resolutions included the following new points:

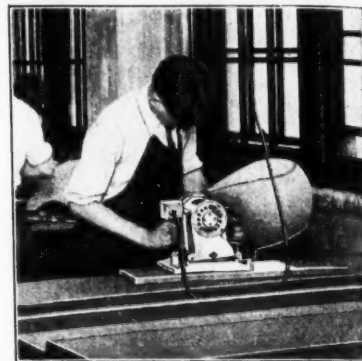
The present industrial depression has seriously impaired the financial support of the public schools. In this grave crisis educational administrators must strive more valiantly than ever before to safeguard the interests of children. Curtailment in some other branches of public service occasions only temporary discomfort which may later be compensated. Abridged educational service is an abiding misfortune to this generation of children, the evil of which may reveal itself only in the next generation of youth.

We recommend that the President of this Department be authorized to appoint a committee of five or seven members, to make overtures to an equal-sized committee of representatives business or commercial interests to form a conference for the study of school costs and that the results of the investigation be reported to the respective organizations.

We reaffirm our belief in the principle of equalizing educational opportunity among the local units within a state through a special equalization fund. Every state should set up a minimum educational offering, and then provide funds for the support thereof. The burden of cost should fall equitably upon all units of government according to their taxpaying ability.

The radio broadcasting channels belong to the public, and should never be alienated into private hands. We believe that there should be assigned permanently and exclusively to educational institutions and departments, a sufficient number of these channels to serve the educational and civic interests of the locality, the state, and the nation, and that these channels should be safeguarded by the Federal Government. The Department of Superintendence indorses the work of the National Committee on Radio Education in its efforts to protect the rights of educational broadcasting.

We urge that the standards for entrance into the teaching profession be raised to higher levels. As a rule, the minimum period of training is too brief and the minimum age limit is too low to meet the exacting requirements of the classroom. The children of the



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nation are entitled to the services of efficient well-trained, and mature teachers.

The Department acknowledges with deep appreciation the noteworthy contribution to the cause of child welfare which is being made by the White House Conference on child health and protection. It commends the determination of the conference to disseminate its findings as widely as possible among the people and pledges its hearty cooperation in these efforts.

The Department pledges full cooperation to the United States Commission for the celebration of the 200th anniversary of the birth of George Washington in 1932, believing that the expression of patriotic appreciation by the American people for his life and services to the nation, will revive among the people a love of country and a spirit of devotion to American ideals which will lead to better citizenship.

NOTES OF THE MEETING

Bruce's Attendance Bulletin listed a total of approximately 9,000 out-of-town persons in attendance at the convention.

One of the main exhibits at the convention was a new series of talking motion pictures which are being developed under the supervision of a group of educational experts.

The annual commercial exhibit was badly scattered in that a section of it was placed in the sub-basement of the Masonic Temple, another in the basement, and a final group was marooned on the fourth floor. In all, 378 booths were occupied by 318 individual exhibitors. It is becoming recognized more clearly from year to year that the commercial exhibits are distinctly an educational service which no wide-awake superintendent can afford to miss. It is probable that the exhibits shown in Detroit included more specific suggestions for the solution of local school problems than most of the sessions.

The annual dinner of Mr. William B. Ittner, St. Louis, was attended on Monday evening by some 70 superintendents of schools who had been served by the Ittner organization.

Dr. A. E. Winship, of Boston, was absent from the convention for the first time in 50 years.

The entertainment of the convention was rich and varied. On Monday evening, the Department witnessed the presentation of a volume, including the letters of school children, to Rear Admiral Richard E. Byrd. On Tuesday evening, such members of the Department as could get into the auditorium heard the beautiful concert by the National High-School Chorus of 525 voices.

(Concluded on Page 138)



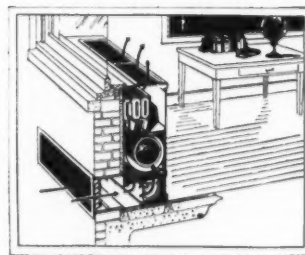
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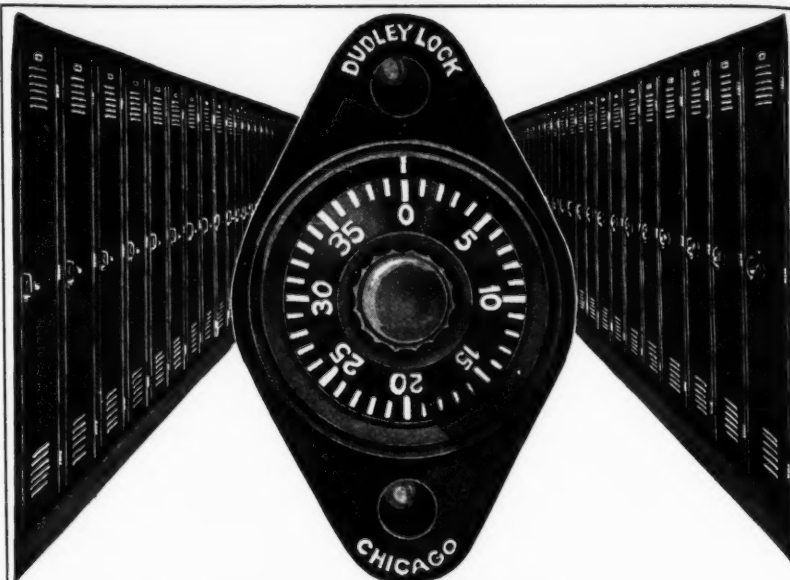
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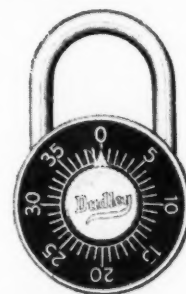
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(Concluded from Page 136)

On Thursday afternoon, the teachers of Detroit presented a pageant, "Here and Now in Education."

Among the important organizations which met with the Department of Superintendence were the Department of Elementary-School Principals, the Department of Secondary-School Principals, the Department of Supervisors and Directors of Instruction.

PERSONAL NEWS OF SUPERINTENDENTS

♦ Supt. J. J. HAGAN, of Rock Island, Ill., has been reelected for another year.

♦ Supt. ROY E. MILLER, of Worthington, Minn., has been reelected for a three-year term.

♦ Supt. W. A. ANDREWS, of Lake City, Minn., has been reelected for a second term.

♦ Supt. W. P. FLATT, of Trenton, Tenn., has been reelected for another term, after completing four years of service in the local schools.

♦ JAMES B. ASWELL, a representative in Congress and a former state superintendent of schools for Louisiana, died at his residence in Washington, D.C., on March 16, following an attack of heart disease. Dr. Aswell had been reelected to the next Congress. Before entering politics, he was president of the Louisiana Polytechnic Institute, and served as state superintendent. He is survived by his widow, one son, and one daughter.

♦ Supt. G. GORDON, of Englewood, Colo., has been reelected for another year.

♦ Supt. W. C. COBB, of Brainerd, Minn., has been reelected for the next year, beginning with August 1.

♦ Mr. J. W. BAKER, a member of the school board of Vernon township, near Wilmington, Ohio, has recently been reelected to the board for another term of four years. Mr. Baker, who is 77, has been president of the board for the past 49 years.

JANITORS' SCHOOL

♦ Because of the interest shown in the 1930 conference of custodians and caretakers of school buildings, a second conference will be held at Purdue University, Lafayette, Ind., during the coming summer. During the week of June 16, a three-day training school will be conducted, with intensive training on problems covering the major activities and responsibilities of janitors of school buildings. The subjects cover heating and ventilation, cleaning, decorating, care of floors, repair-work, working programs, and personal responsibilities.

School Business Officials to Meet in Richmond

The preliminary outline of the program for the National Association of Public-School Business Officials has been announced by Mr. Charles L. Barr, St. Louis, president of the association. The convention, which will be held beginning May 19, in the John Marshall Hotel, Richmond, Va., and will end Thursday, May 22, is expected to be the most significant and valuable meeting in the history of the association.

The convention is expected to report progress in several research projects which special committees have been carrying on since 1929. A study of accounting has been recently completed and will be presented to the association in the form of a reference book, to be entitled *Standardization of Public-School Cost Accounting*. Mr. F. D. Chambers, auditor of the New York City board of education, is head of a committee which is completing this report.

A report of the research committee on insurance, presented at the New Orleans convention in 1930, is being amplified and perfected under the direction of a committee headed by Mr. H. C. Roberts. The preliminary report on the subject will be made at Richmond, but it is expected that the final report will not be completed until 1932.

Following are some of the leading topics of discussion at the Richmond convention:

"Some Items of Practical Economy in the Transaction of School Business," Mr. Alexander M. Sullivan, business manager, board of education, Boston, Mass.

"Janitorial Work as a Factor in Education," Mr. J. M. Robb, Peoria, Ill.

"The Why and How of a Standard Supply List for Public Schools," Mr. R. W. Hibbert, director, division of books, supplies, and equipment, board of education, St. Louis, Mo.

Address, Mr. W. D. Cocking, George Peabody College, Nashville, Tenn.

"Public-School Playgrounds and Relations of School-Board Members with Employees," Dr. D. C. Todd, member of the board of education, St. Louis, Mo.

"Schoolhouse Lighting," Mr. C. M. Hirst, state superintendent of education, Little Rock, Ark.

"Use of School Buildings by the Public," Mr. E. T. Stretcher, clerk, board of education, Portland, Ore.

"Some General Implications of School-Business Administration Arising from Present Economic Conditions," Dr. N. L. Engelhardt, Columbia University, New York, N. Y.

Address, Hon. William John Cooper, U. S. Commissioner of Education, Washington, D. C.

In connection with the meeting an extensive exhibit of school products will be shown. The local arrangements for the convention are being made by Mr. W. Floyd Reams, purchasing agent of the Richmond school board. It is expected that the final details for the convention, as well as special railroad rates, will be announced very early by Mr. John S. Mount, secretary of the association, State Education Department, Trenton, N. J.

♦ The A. L. A. Committee on Salaries has presented the seventh annual table, containing salary statistics for junior and senior-high-school libraries. The table includes 45 school systems and offers information concerning salaries, months of service, hours of service per week, and school enrollment.

The average minimum salary for all cities reporting was \$1,613, and the average maximum was \$2,431. In comparing these cities there is noted an increase of \$28 in the minimum, and a decrease of \$13 in the maximum average salary. There is an apparent decrease of 52 trained librarians caused by the omission of 95 junior-high-school teacher librarians in New York. There is an increase of seven in the number of professional assistants, and of 22 nonprofessional assistants.

Only ten cities reported summer sessions in which trained librarians are employed. The number of hours of service per week in different cities showed wide variation.



(Left)
**Floral Park-Bellerose School,
 Floral Park, Long Island,
 New York.**

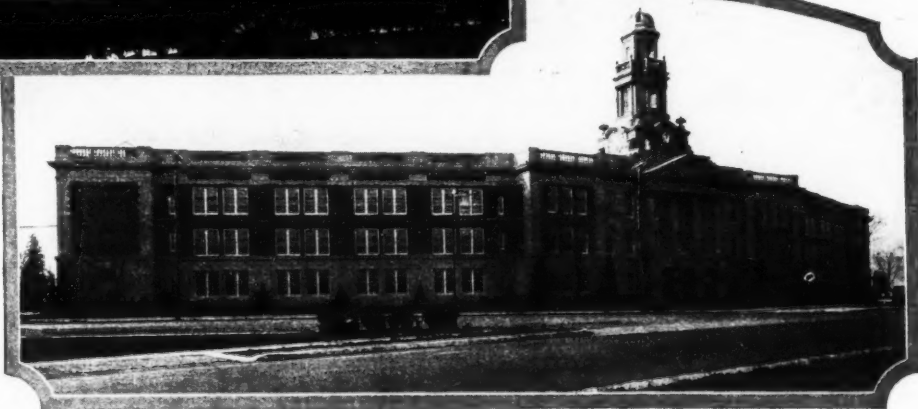
Architect:
 Edward Hahn
 Hempstead, Long Island

Contractor:
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(Right)
**Sewanhaka Central High School,
 Floral Park, Long Island,
 New York.**

Architect and Engineer:
 Knappe & Morris
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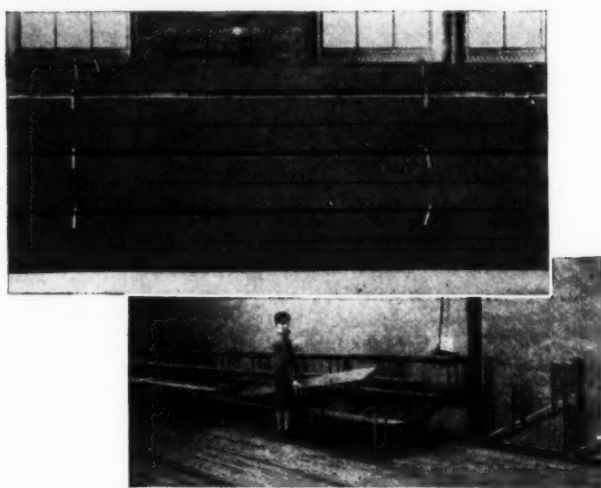


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ARE PUBLIC-SCHOOL TEACHERS AND ADMINISTRATORS PUBLIC OFFICERS?

(Continued from Page 62)

public concern which involves some exercise of the sovereign power in their proper performance, the position may be said to be an office public in character. Perhaps a better definition is that given by the New Jersey court in *Fredericks v. Board of Health*, 82 N. J. Law, 200, 82 Atl. 528:

"An office is a place in a governmental system created or recognized by the law of the state which, either directly or by delegated authority, assigns to the incumbent thereof the continuous performance of certain permanent public duties."

"In the case cited it was held that a sanitary inspector appointed by a legal board of health under power conferred by the health act of the state is the incumbent of an office. Can it be said that the teacher who distributes the bounties of the state is less engaged in a public duty than such an inspector? The teacher has a special place by nature of things in the governmental system, so far as it provides for education. He is appointed and paid by the state. His place — we may well say his office — is created by the state because only through him can its free education be transmitted. Nor is he a mere conduit. Quite the contrary. For education cannot be poured out to people like water from a pitcher. It must be carried to them in such a way as to engage their interest and reach their understanding, a labor involving knowledge of method, exercise of authority, and wide use of discretion. A teacher must prescribe courses, establish discipline, convince, lead. In the due performance of his duty he not only engages in a work of public concern, but wields a portion of sovereign power."

"... A case in our court is cited by the appellee (*State v. Smith*, 49 Neb. 755, 69 N.W. 114) in which the court said: 'A contract to teach in one of the free schools of the ordinary districts is one of employment. The district, represented by the board, is an employer, and the teacher an employee. The teacher in such school is not a public officer.'

"It is to be observed, however, that this statement was entirely dictum. There were two points upon which the court held, as shown by the opinion, in affirming the decision of the lower court. First of all the remedy sought was by mandamus, and the court said that mandamus was not the proper method to test the holding of an office; and in the second place the relator was not the teacher who had been dismissed and who claimed reinstatement. The relators were aggrieved residents of the school district, and could not in any case be heard in quo warranto, since none of them claimed the position or office in question. (*State v. Stein*, 13 Neb. 529, 14 N.W. 481.) Moreover, in that case it was not admitted, as in the case at bar, that the school teacher was unlawfully dismissed, and, in addition to this it was evident that said teacher had an adequate remedy at law. In that case, also, there was cause assigned for the dismissal of the teacher. None is here pretended. In the *West Virginia* case, supra, it was stated in the majority opinion that by practice, if not by statute, the regents had a right to dispense with the services of a professor under 60 days notice and by giving him pay for that period, and that the plaintiff was aware of the demurrer, that the relator had been engaged for another year. All of these considerations lead us to believe that the rule stated in the *Nebraska* case cited should not prevent us from giving the relator relief in this case.

"And in the case of *Powland v. Mayre*, 83 N. Y. 372, the judge said: 'Whether we look into

the diction of our language, the terms of politics, or the diction of common life, we find that whoever has a public charge or employment, or even a particular employment affecting the public is said to hold or be in office.'

"We think that the language of our statute extends the remedy of quo warranto to the appellant."²⁵

To the mind of the writer, the reasoning of this court is sound even though the opinion does not follow the weight of authority.

A quotation from the dissenting opinion of Judge Dent in the *Hartigan* case, referred to in the case just quoted, follows substantially the same line of reasoning. It reads as follows: "It is true that it is said that the teacher is an employee, and his duties an employment. All officers are employees, and their duties employment. A public-school teacher has all the attributes of a public officer, except he is not required to take the constitutional oath of office. He is, however, a public agent, charged with performing duties toward the state and its children that the state has assumed upon itself for the preservation and perpetuation of a republican form of government. Therefore, public-school teachers in all cases where proper to do so, must be treated as quasi public officers or agents. They have not a mere contractual relation with the trustees, which will permit such trustees to dissolve the relation at any time, and force them to their action for damages, but they are entitled to serve the full period of their employment unless for good cause shown, as any other public officer is permitted to do, and, if wrongfully removed, they may be restored to their positions by mandamus."²⁶

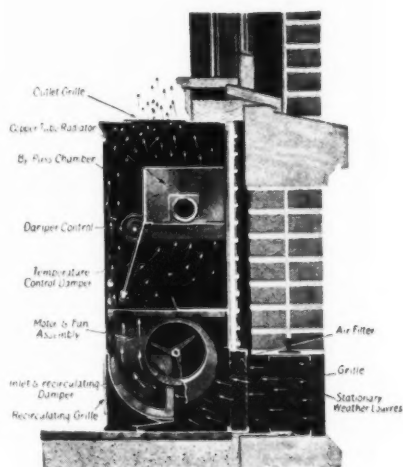
²⁵*Ibid.*, 196 N.W. 133, 134.

²⁶*Hartigan v. Board of Regents of West Virginia University*, 38 S.E. 698, 709.

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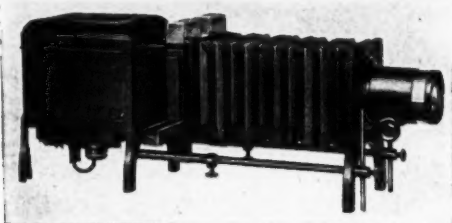
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(Concluded from Page 140)

The Status of the Superintendent of Schools

In only a few cases the question of the official status of the superintendent has been raised. In some states he is clearly given an official status by the statutes; in others, he is probably considered in the same class as the teacher. With few exceptions, county superintendents are given an official status by the statutes. This is probably due to the fact that in most instances the county superintendent was originally an elective official. Even today, election is the most common method of selecting this official.²⁷

In an old Wisconsin case the question of the right to an action of mandamus was raised concerning an ousted superintendent. The city council had authority to appoint the superintendent and remove him for cause. The superintendent was removed, and he sought to be reinstated to his position by an action of mandamus. In passing upon the action of the council, the court said:

"The proceedings of such bodies (councils) should not be judged with the greatest strictness of nicety, but when they exercise the power of removing an officer, where they have authority to only remove for 'due cause,' they should proceed in such manner as to be able to return what the precise cause was, that the court may judge whether it was due cause or not."²⁸

While the court referred to the superintendent as an officer, it should be borne in mind that sufficiency of cause for removal was the main point in the case.

A case somewhat in point is the Baltimore case wherein Supt. J. H. Van Sickle was held

not to be a municipal officer of the city. Said the court: "In the case now before us we find the superintendent of public instruction is not appointed by the mayor, or elected by the people, or appointed by joint convention of the two branches of the council. He takes no official oath, gives no official bond, has no commission issued to him, and has no fixed and definite tenure of office, but is appointed at the pleasure of the school board. It also appears from an examination of the charter that all of the executive power relating to the educational matters, is vested in a department known as the 'Department of Education,' and this department is composed of the board of school commissioners. The superintendent of public instruction exercises no power except what is derived from or through this board. He is simply, then, an employee or the agent of the school board, and not a municipal official, within the meaning of the charter. Nor do we find anything in the duties to be performed by him which indicates an office, and not an employment, within the meaning of the twenty-sixth section of the charter."²⁹

While it was held that Mr. Van Sickle was not a "municipal officer," it is safe to say that he would not have been considered a public official under similar regulations, because the court pointed out that all of the power had been vested in the "Department of Education."

In a memorandum opinion in an Ohio case, the court denied the plaintiff the right to an action of quo warranto on the ground that a superintendent of schools was not an officer.³⁰

In closing, it might be well to call attention to an English case³¹ wherein the master of a school was denied an action of mandamus to

reinstate him to the position of the head of a school from which he had been removed. By a charter granted by Queen Elizabeth, the governors of the school could appoint a schoolmaster and remove him according to their sound discretion. By-laws were drafted which required the governors to file a signed written complaint against the master and give him an opportunity to answer before being removed. In determining whether the action would lie, the court went back to the charter in determining the power of the governors. It was held that the position was not a freehold office as in the case of a freeman of a borough or a parish clerk, and, that under the terms of the charter the office was an office ad libitum only, i.e., holding at liberty of the governors, they being required only to exercise sound discretion in removing the master.

discussion that there is conflicting opinion as to the official status of teachers and school authorities, other than those elected by popular vote. The latter group are almost universally held to be public officers. The weight of authority holds that public-school and college teachers are not officers, but there are some strong cases which hold contrary to this rule. Noticeable among the latter group of cases is the California case, the last Nebraska case quoted, and possibly the Tennessee case.

While there is a scarcity of case law concerning the official status of the city superintendent of schools, it appears safe to conclude that his status is similar to that of the teacher.

In the eyes of the writer, the contractual status of school teachers and superintendents must be removed before they will be generally held to be public officials. This statement might be modified by saying, that some form of tenure status, or other status which will insure permanency in service for good teachers, must be provided by statute or otherwise before all school authorities are recognized as public officers.

²⁷Ellwood P. Cubberly, *State School Administration*, pp. 209-10. Boston: 1927.

²⁸State ex rel Gill v. Common Council of Watertown, 9 Wis. 229.

²⁹Mayor, etc., of the City of Baltimore et al v. Lyman, 92 Md. 591, 48 Atl. 145, 52 L.R.A. 406.

³⁰State v. Vickers, 58 Ohio St. 730, 51 N.E. 1102.

³¹The Queen on the Prosecution of Wray v. The Governors of the Darlington Free Grammar School, 6 Q.B. 682, 14 L.J. - Q.B. (N.S.) 67.

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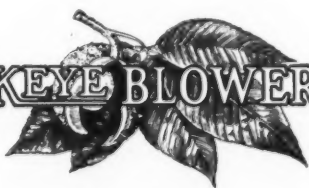
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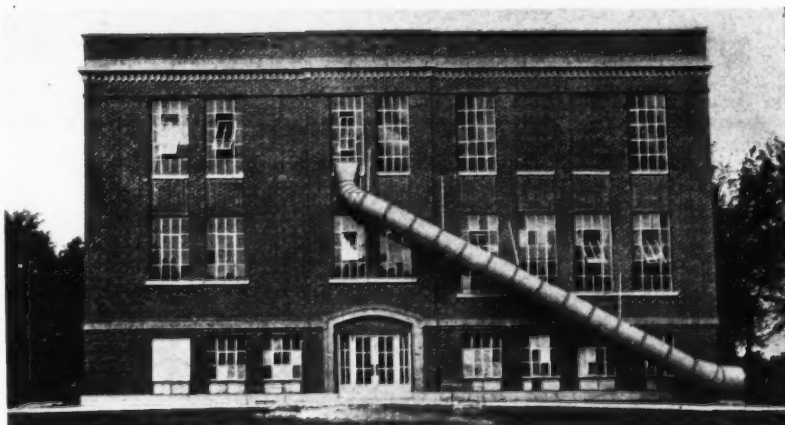
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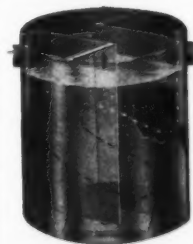
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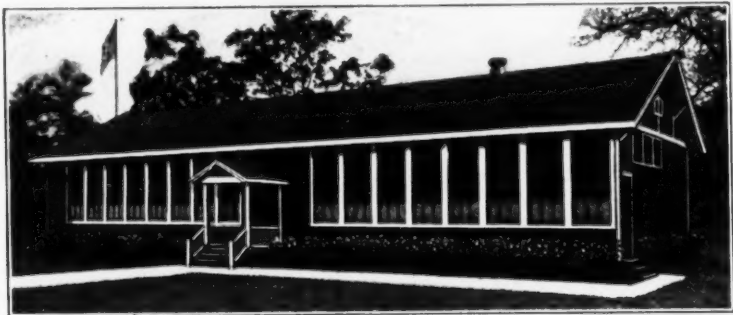
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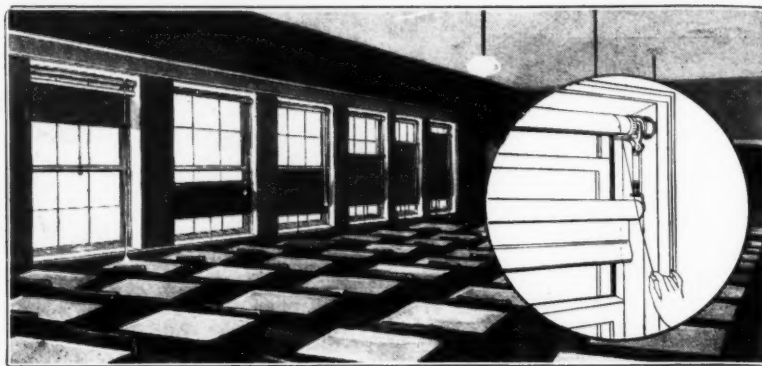
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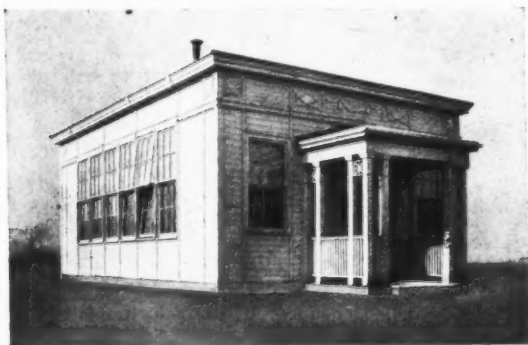
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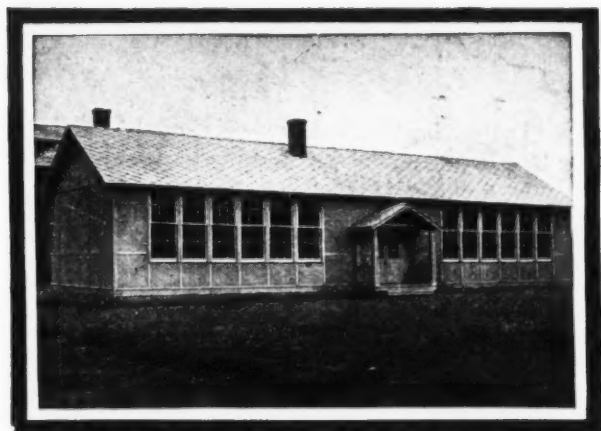
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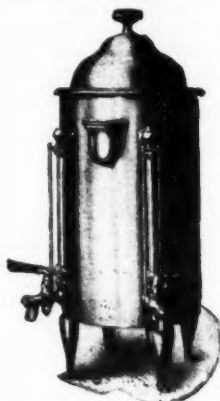
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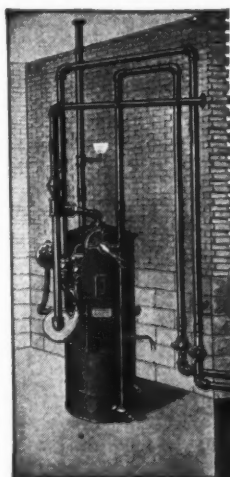
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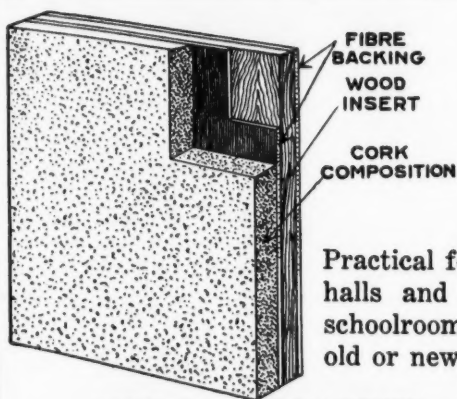
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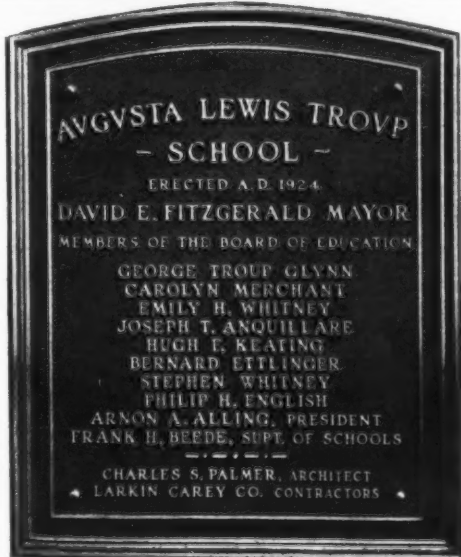
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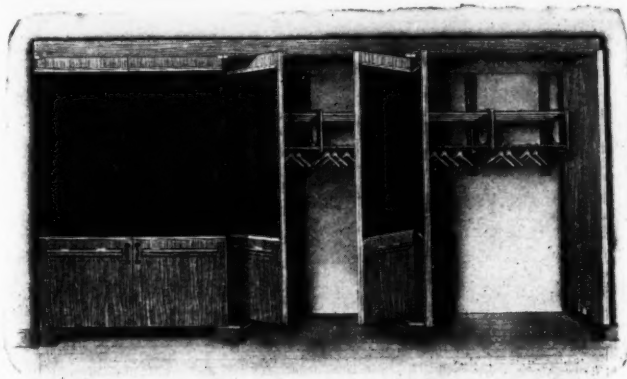
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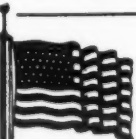
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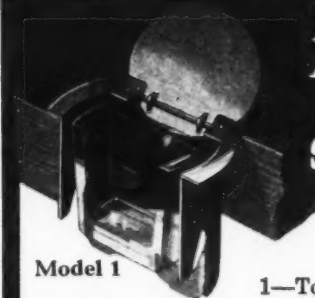
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Buyers' News

TRADE PRODUCTS

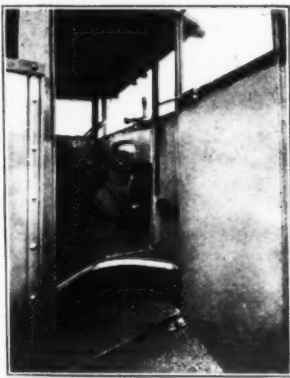
New Superior Bus Body for Schools. The Superior Body Company, Lima, Ohio, manufacturers of quality bus bodies, has issued descriptive information concerning a new school-bus body, which may be mounted on any wheel base chassis, including the Ford, Chevrolet, and Willys-Overland. The firm makes no recommendations to school boards regarding the truck chassis, as it prefers to remain neutral on that point.



THE NEW "SUPERIOR" SCHOOL BUS BODY

The Superior bus body is of all-steel construction, with a framework of channel and angle-steel sections, riveted and welded together to form a stiff, rigid framework. The floor is of sheet steel, laid over a rigid steel framework.

The construction offers a practically noncrushable body, which stands up and holds its shape even though struck by a heavy truck, or overturned in a ditch. The glass in the windows and windshields is shatterproof, which is an important safety feature. The body may be kept clean and sanitary by means of water from a hose, without causing any injury to the interior. Ventilation is provided by means of roof vents of the approved bus type. The side windows may be raised or lowered by individually controlled window regulators. A dome light furnishes adequate lighting for the bus interior. The seats are built up of sheet steel and angle iron, riveted and welded, with spring cushions, padded backs and genuine leather upholstery.



THE "SUPERIOR" BUS BODY IS ALL STEEL

The Superior Body Company has for the past five or six years built all of the Studebaker bodies, as well as funeral car and ambulance bodies, and enjoys a wide experience in the field.

Complete information and prices will be sent to any school official who will write to the Superior Body Company at Lima, Ohio.

New Berloy Book Shelf Locker. The Berger Mfg. Company, Canton, Ohio, manufacturers of steel locker equipment and steel shelving, has announced the marketing of its Berloy Book Shelf Unit for the housing of books and supplies for all types of schools.

The book shelf unit, which is similar in appearance and construction to the standard library stack, may be used in schools and library rooms. This unit accommodates a greater number of books for the space occupied, costs less, and is more convenient in use. Each unit has six adjustable shelves, which may be fitted into the slotted uprights and easily rearranged. The book shelf unit is furnished in a number of standard finishes—olive green, mahogany, and walnut to match the finish and furniture of the room.

Complete information and prices may be obtained by any school official, or architect, upon request.

New Leitz Combination Projector Model VH. E. Leitz, Inc., of 60 East Tenth St., New York City, has announced its new pamphlet No. 1177, illustrating and describing the Combination Projector Model VH, which has just been placed on the market. The new model



THE NEW COMBINATION LEITZ PROJECTOR

offers greater brilliancy, increased flatness of field, and sharpness of screen image than was possible with any of the former models.

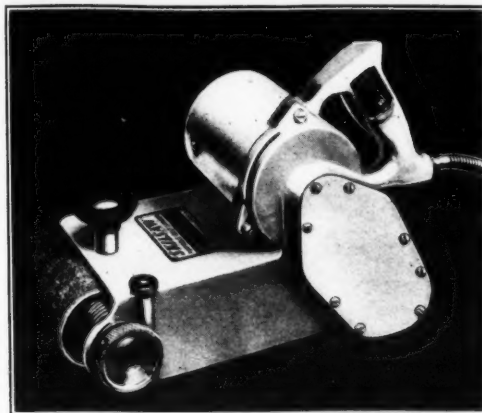
The VH projector is well constructed, is equipped with four parabolic mirrors for concentrating the rays

and eliminating shadows, and a ventilator which blows cool air upon the specimen, thus protecting it from damage.

The instrument embodies a number of new mechanical features which will appeal to those who use projectors. It offers a convenient manner of placing the specimen into position, as well as ease and convenience in changing from one mode of projection to another. Means are provided for microprojection, for projection of film slides, and film made with Leica camera.

School officials who are interested in the VH model projector may obtain complete information and prices upon request.

Skilsaw Electric Belt Sander. Skilsaw, Inc., 3310 Elston Ave., Chicago, Ill., have just placed on the market a new electric sander for use on wood, stone, or metal. The machine, which is of the belt type, insures perfect surfacing in all degrees of cutting. An extra-smooth finish may be obtained with the use of a flexible pad.



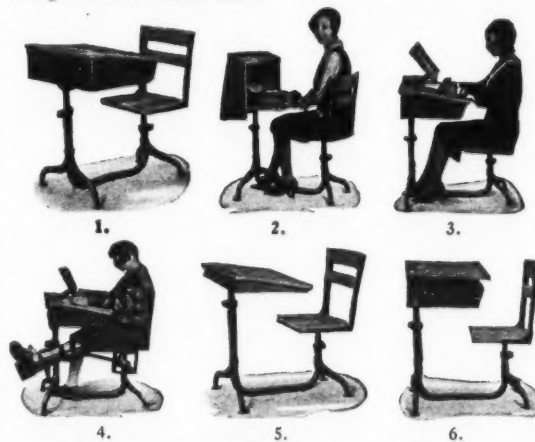
THE NEW SKILSAW PORTABLE SANDER

A feature of the sander is an adjustment on the front roller, consisting of a shaft with spring tension, which allows the changing of the belt in ten seconds. The tension is controlled by a handwheel on the side, and a thumbscrew attachment permits a perfect alignment of the belt.

The machine is perfectly balanced, and no supporting rollers are needed to maintain a vertical position on the work. The frame is made of aluminum and die cast. The motor is air-cooled, the gears are silent, and ball bearings are used throughout. The machine is 7 by 14 in. by 9 in. high, and weighs 18 pounds.

Complete information and prices may be obtained by any school official, or shop instructor, upon request.

American Seating All-Purpose Desk. The American Seating Company, 14 East Jackson Blvd., Chicago, Ill., manufacturers of school seating, has announced a new all-purpose school desk, which maintains a correct sitting posture and which adapts itself ideally to any of six purposes. The desk, by a simple, quick adjustment, may be easily transformed into a typewriter desk, a study-top model, a level-top model, a comfortable seat and desk for crippled children, or a sight-conservation desk.



1. The New American All-Purpose Desk. 2. Adjusted for Typewriting Practice. 3. Fitted for Sight-Saving Reading. 4. In Use by Crippled Child. 5. As a Simple Study Desk. 6. Flat Top Adjustment for Construction Work.

The all-purpose desk has a tilting top for typewriting work, a study top which may be used for high-school and study-hall purposes, a standard top for all ordinary purposes, and special adjustments adapting it for the use of crippled pupils. By exchanging the pencil rail, the special book-support extension may be used in converting the standard model into a sight-conservation desk. The desk has steel standards and is movable in the full sense of the term.

School authorities who are interested in this all-purpose desk may obtain complete information and prices by writing to the American Seating Company at 14 East Jackson Blvd., Chicago, Ill.

New Standard Steel Efficiency Table. The Standard School Fixtures Co., of Grand Rapids, Mich., has



Type No. 1-S
Class Room Efficiency Table

THE NEW STANDARD EFFICIENCY TABLE

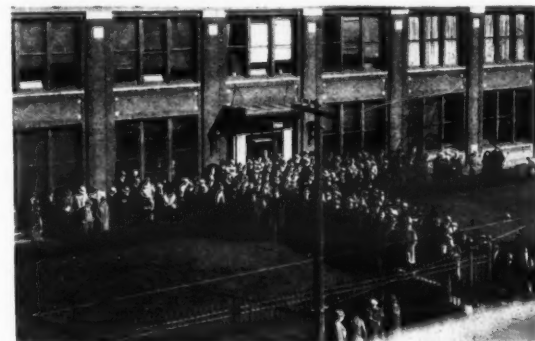
announced the marketing of its all-steel classroom efficiency table, which possesses some new and improved features. This new steel table has adjustable pedestals for all required heights, is fitted with vertical file boxes for pupils' books, offers greater knee space in actual use, and possesses the added advantage of durability. The table is made in a variety of types and is finished in the walnut-grain finish.

The firm has also produced a steel posture chair of the Kellogg type, to go with the table.

Complete information and prices may be obtained by any school official upon request.

National Educators Visit Dodge Plant at Detroit. Schoolmen of the nation in attendance at the February meeting of the Department of Superintendence in Detroit were visitors at the Dodge automobile plant during the week of the convention. It was estimated that 300 educators passed through the plant on one day alone, with an equal number on another day. A complete tour of the factory was made, for an inspection of the several operations in the production of the Dodge motor car. The Dodge transportation and equipment exhibit, which occupies the entire fifth floor of one building, comprises 54,890 sq. ft. of floor space. It offers the most complete display of trucks and passenger cars on exhibition by a single manufacturer, including both chassis and mounted body models.

The educators were greatly interested in the plant.



EDUCATORS AFTER INSPECTING THE DODGE AUTOMOBILE PLANT

TRADE PUBLICATIONS

Directory of Film Sources. The Victor Animatograph Company, Davenport, Iowa, manufacturers of motion-picture projectors, has just issued a supplement to its *Directory of Film Sources*, which is to be used in connection with the former directory. It lists 16 mm. talkies and 16 mm. films and tells where to buy, rent, or borrow them. A copy of this pamphlet will be sent to any school official upon request.

New Corbin Hardware Catalog. The P. & F. Corbin Co., New Britain, Conn., manufacturers of hardware and locks, has announced its new catalog of Colonial and Early English hardware for schools and educational institutions. The firm manufactures a line of schoolhouse hardware which stands up under hard usage and which retains its original finish throughout its period of service. The equipment presents a distinctive appearance, functions well in use, and its design stresses the utilitarian as well as the artistic idea in construction and finish.

Complete information and prices concerning the new hardware patterns may be obtained by any school official, or architect, upon request.

New Kewanee Boiler Catalog. The Kewanee Boiler Company, Kewanee, Ill., has issued its new Catalog No. 90, illustrating and describing its coal-burning boilers for schools. The catalog describes steel-riveted boilers, in a variety of designs, for different uses, and shows the advantages of these boilers in the way of economy, variety of fuels used, easy cleaning, and minimum of smoke in operation.

The catalog contains specifications, working drawings, and setting-up measurements for the use of architects in erecting and installing these boilers.

Complete information may be obtained by any school official, or architect, upon request.

(Concluded on Page 156)

Directory of Equipment and Supplies

(Continued from Page 153)

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Spencer Lens Company
Welch Mfg. Co., W. M.

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Dick Co., A. B.

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American Crayon Company

MOTION PICTURE MACHINES
Eastman Teaching Films, Inc.

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Binney & Smith Company
Sonneborn Sons, L.
Talens School Products, Inc.
U. S. Gutta Percha Paint Co.

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Truscon Steel Company

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DeVilbiss Mfg. Co., The

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Steffens-Amberg Company
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Beckley-Cardy Company

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Sanford Mfg. Co.

PENCILS
American Crayon Company

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Automatic Pencil Sharpener Co.

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Kimball Company, W. W.

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Anchor Post Fence Company
Continental Steel Corporation
Cyclone Fence Co.
Page Fence Association
Stewart Iron Works Co., The
Wickwire Spencer Steel Company

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Giant Manufacturing Company
Hill-Standard Company

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Crane Company
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N. Y. Silicate Book Slate Co.
Weber Costello Company

POLISHING AND WAXING EQUIP.
Finnell System, Inc.
Hillyard Chemical Company
Hild Floor Machine Co.
Huntington Laboratories
Vestal Chemical Company

PORTABLE BLEACHERS
Circle A Products Corp.

Pittsburgh-Des Moines Steel Co.
Wayne Iron Works

PORTABLE SANDING MACHINES
Clarke Company, A. A.

PORTABLE SCHOOLHOUSES
American Builders, Inc.
Asbestos Buildings Co.
Circle A Products Corporation
Harris Brothers Company
PROJECTION LANTERNS
Spencer Lens Co.

PROJECTION MACHINES
Eastman Teaching Films, Inc.
RCA Photophone, Inc.

PROJECTORS
Bausch & Lomb Optical Co.

PUBLIC ADDRESS SYSTEMS
Graybar Electric Co., Inc.
International Business Machines Corp.
Multi-Selecto Phonograph, Inc.
Western Electric Co.

PUMPS—Vacuum, Condensation,
Centrifugal, Sump
Nash Engineering Co.

RACKS, GYM. BASKET (STEEL)
Durabilt Steel Locker Co.

RADIOS
Multi-Selecto Phonograph, Inc.
RCA Victor Corp.

RANGES
Standard Gas Equipment Corp.
Van Range Co., The John
Westinghouse Electric & Mfg. Co.

RECORD SYSTEMS
Remington-Rand Business Service, Inc.

REFRIGERATION
General Electric Company

RE-INFORCED STEEL
Bergner Mfg. Company
Truscon Steel Co.

REPRODUCTION SYSTEMS
Multi-Selecto Phonograph, Inc.
Western Electric Company

ROLLING PARTITIONS
Wilson Corp., Jas. G.

ROOFING
Barrett Company, The

SAFETY STAIR TREADS
American Abrasive Metals Co.

SANDERS
Clarke Company, A. A.
Hild Floor Machine Co.

SASH OPERATING DEVICES, STEEL
Detroit Steel Products Co.
Truscon Steel Company

SCIENTIFIC APPARATUS
Standard Electric Time Company
Welch Mfg. Co., W. M.

SCREENS—PICTURE
Eastman Teaching Films, Inc.

SEWAGE EJECTORS
Nash Engineering Co.

SEWING MACHINES
Singer Sewing Machine Co.

SHADE ADJUSTERS
Eveleth Mfg. Co.

SHEARS AND SCISSORS
Acme Shear Co.

SHOE LOCKERS (STEEL)
Durabilt Steel Locker Co.

SHOWERS
Clow & Sons, James B.
Crane Co.
Hoffmann & Billings Mfg. Co.

SIGNS
Russell & Sons Co., Albert

SLATED CLOTH
Beckley-Cardy Company
N. Y. Silicate Book Slate Co.
Weber Costello Company

SOUND PICTURES
Electrical Research Products, Inc.
RCA Photophone, Inc.

SOUND SYSTEMS
Electrical Research Products, Inc.
Multi-Selecto Phonograph, Inc.

SPRAY PAINTING EQUIPMENT
DeVilbiss Mfg. Co., The

STAFF LINERS
Weber Costello Company

STAGE CURTAINS, EQUIPMENT,
AND SCENERY
Tiffin Scenic Studios
Twin City Scenic Company
Universal Scenic Studios, Inc.
Volland Scenic Studios
Weiss & Sons, I.

STAINS
Johnson & Son, S. C.

STAIR TREADS
Alberene Stone Company
American Abrasive Metals Co.
Norton Company
Sanymetal Products Company

STATIONERY CABINETS (STEEL)
Durabilt Steel Locker Co.

STEEL CHAIRS
Angle Steel Stool Company

STEEL JOISTS
Truscon Steel Company

STEEL LOCKERS
Bergner Manufacturing Co.
Durabilt Steel Locker Co.
Lyon Metal Products Co.
Narragansett Machine Co.
Northwestern Steel Products Co.

STEEL STORAGE CABINETS
Angle Steel Stool Company
Bergner Mfg. Co.
Durabilt Steel Locker Co.
Lyon Metal Products, Inc.
Northwestern Steel Products Co.

STEEL WINDOWS
Detroit Steel Products Corporation
Northwestern Steel Products Co.
Truscon Steel Company

STOOLS—STEEL
Angle Steel Stool Company

STOOLS—STEEL ADJUSTABLE
Royal Metal Mfg. Company

STOKERS
Iron Fireman Mfg. Co.

TABLES
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Kimball Company, W. W.
Mutschler Bros. Company
Remington-Rand Business Service, Inc.
Sheldon & Company, E. H.
Standard School Fixtures Co.
Welch Mfg. Co., W. M.

TABLETS—BRONZE
Russell & Sons Co., Albert

TALKING MACHINES
RCA Victor Corporation

TEACHER AGENCIES
Natl. Association of Teacher Agencies
Teacher Agencies Directory

TEACHERS' CABINETS (STEEL)
Durabilt Steel Locker Co.

TECHNICAL PAINTS
Sonneborn Sons, L.

TELEPHONE SYSTEMS
Automatic Electric Company
Graybar Electric Co., Inc.
International Business Machines Corp.
North Electric Mfg. Company, The
Standard Electric Time Company

TEMPERATURE REGULATION
Johnson Service Company

TENNIS NETS
American Wire Fence Company

TOILET PAPER AND FIXTURES
A. P. W. Paper Company

TOILET PARTITIONS
Clow & Sons, James B.
Milwaukee Stamping Co.
Sanymetal Products Company

TOOL CABINETS
Sheldon & Company, E. H.

TOOL CABINETS (STEEL)
Durabilt Steel Locker Co.

TOWELS
A. P. W. Paper Company
Brown Company

TYPEWRITERS
Remington-Rand Business Service, Inc.
Underwood Typewriter Company

VACUUM CLEANING SYSTEMS
Spencer Turbine Company, The
Sturtevant Co., B. F.

VACUUM PUMPS
Nash Engineering Company

VALVES—FITTINGS
Clow & Sons, James B.
Crane Company
Sloan Valve Company

VARNISHES
American Crayon Co.
Hillyard Chemical Company
Huntington Laboratories
Vestal Chemical Company
Wis-Co-Lac Co., The

VENTILATING SYSTEMS
American Air Filter Co.
Buckeye Blower Company
Nelson Corp., The Herman
Peerless Unit Vent. Co., Inc.
Sturtevant Company, B. F.

VENTILATORS
Sturtevant Company, B. F.

VISUAL INSTRUCTION EQUIPMENT
Keystone View Company

VOCATIONAL EQUIPMENT
Christiansen, C.
Columbia School Supply Co.
Kewaunee Mfg. Company
Kimball Company, W. W.
Richards-Wilcox Mfg. Co.
Sheldon & Company, E. H.
Welch Mfg. Company, W. M.

WARDROBES
Austral Window Co.
Circle A Products Corp.
Evans, W. L.
K-M Supply Company
Park, Winton & True Co.
Prose-Maco Mfg. Company
Richards-Wilcox Mfg. Company
Wilson Corp., Jas. G.

WARDROBE CABINETS—STEEL
Durabilt Steel Locker Co.

WASTE PAPER BASKETS
National Vulcanized Fibre Co.
Northwestern Steel Products Co.

WASTE RECEPTACLES
Solar-Sturges Mfg. Co.

WATER CLOSETS
Clow & Sons, James B.
Crane Co.
Vogel Co., Joseph A.

WATER COLORS
American Crayon Company
Binney & Smith Company
Talens School Products, Inc.

WATER PURIFIERS
Clow & Sons, Jas. B. (R. U. V.)
Wallace & Tiernan, Inc.

WATERPROOFING
Sonneborn Sons, L.
Truscon Steel Company

WAXING EQUIPMENT
Finnell System, Inc.
Hillyard Chemical Company
Huntington Laboratories
Johnson & Son, S. C.
Vestal Chemical Company

WEATHERSTRIPS
Athey Company, The

WINDOW FIXTURES
Austral Window Company
Columbia Mills, Inc.
Peerless Unit Ventilation Co., Inc.
Williams Pivot Sash Company

WINDOW GUARDS
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Cyclone Fence Co.
Northwestern Steel Products Co.
Stewart Iron Works Co., The

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Detroit Steel Products Company
Kawneer Company, The
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Truscon Steel Company
Universal Window Company
Williams Pivot Sash Company

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Austral Window Company
Detroit Steel Products Company
Williams Pivot Sash Company

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Hartshorn Company, Stewart

WINDOW SHADE ROLLERS
Columbia Mills, Inc.
Hartshorn Company, Stewart

WINDOW SHADES
Athey Company, The
Beckley-Cardy Company
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DAYTON Safety Ladder

(Patented)

THEY WILL GO UP

Your ladder-workers have to, when you say so . . . and they *will* fall down, if that going up means the daily danger of trying to work from the old-fashioned stepladder. Avoid risks. Make safety certain and profit sure by using, for every ladder-job, the Dayton Safety Ladder.

Daytons are strong, light, steel-braced. They can't slide, won't slip. Wide leg-spread insures stable stand on any surface—straddles seats easily. Roomy, protected platform gives plenty of working space. Sizes 3 to 16 feet. Moderately priced.

Type "B" Dayton Ladder

A smaller, popular-priced, all-purpose safety ladder in seven sizes.

Full Information from Dept. SBJ-4

THE DAYTON SAFETY LADDER COMPANY 121-123 West Third Street, CINCINNATI, OHIO

Stock carried on Pacific Coast by E. D. Bullard Co., Los Angeles and San Francisco, and by 160 other distributors from coast to coast. Made and distributed in Canada by Percy Hermant, Ltd., Toronto.

BUYERS' NEWS

(Concluded from Page 154)

Longer Life for Schoolbooks. The Oversewing Machine Company, 368 Congress St., Boston, Mass., have just issued a descriptive pamphlet, telling about their new, improved method of oversewing in bookmaking. The new method does not involve sewing over, or re-sewing, but is a method of sewing through and over the edges of the folded sections or signatures of a book. It replaces the old-fashioned method of sewing through the folds of the paper, and makes possible an intimate hold upon each leaf in the book by a multitude of stitches passing through the stronger portion of the paper which has not been weakened by folding.

The advantages of oversewing become apparent following a careful study of the method in use. Oversewing combines flexibility with strength, thus becoming a truly balanced method of sewing. It is an enduring type of sewing which adapts itself to everyday use and which is sturdy enough to withstand ordinary wear without being unwieldy. It offers the advantage of economy by eliminating the need of rebinding; it offers the solution to a serious and vexing problem of waste and losses due to the former method of sewing.

School authorities are invited to ask for information on the new oversewing method for schoolbooks.

Merriam Issues Anniversary Brochure

The G. & C. Merriam Company, Springfield, Mass., publishers of the Merriam-Webster dictionaries, recently issued a handsome brochure in commemoration of the 100th anniversary of the establishment of the firm. The brochure includes halftone portraits of the early founders of the firm, a picture of the first printing office, the Merriam office in 1847, a picture of the famous blue-back speller published in 1783, a title-page from the Noah Webster dictionary published in 1806, and a picture of the first large American dictionary published in two volumes in 1828.

PERSONAL NEWS

Mr. Pond Joins Truscon Steel Company. The Truscon Steel Company, Youngstown, Ohio, manufacturers of steel windows and reinforcing steel, has announced the appointment of Mr. Clark P. Pond as vice-president of engineering and sales. Mr. Pond, who was formerly connected in a similar capacity with the Lupton Company, is widely known in the building field. His roof design for improved natural ventilation



CLARK P. POND

and lighting is used in hundreds of buildings today. Mr. Pond will devote his attention to problems connected with the engineering and sales of Truscon steel products.

A Publisher Passes. Irving Putnam, head of G. P. Putnam's Sons publishing house, died on March 12, in New York City. He was a brother of Major George Haven Putnam, who died in February last year. He was a great-grandnephew of General Israel Putnam, a Revolutionary War hero. He entered Amherst College in 1869, and left three years later to enter the publishing business. He was 79 years of age at the time of his death.

The Columbia Educational Radio Program. The Federal Radio Commission has completed a survey of a week's programs of the Columbia Broadcasting System, of New York City, showing that 12.3 per cent of the broadcasting time is devoted to educational programs. This figure compares with the nation-wide average of close to 10 per cent.

In the survey, it was noted that programs from studios given by educators totaled 1,007 hours a week for the country, and 137 hours for the first zone, which includes New York City. Those originating in educational institutions totaled 431 hours for the country

and 67 hours for the first zone. Other educational broadcasts, not always given by professional educators, amounted to 2,021 hours for the country and 407 hours for the first zone.

There appears to be a steady increase of interest and cooperation on the part of educators in the School of the Air broadcasts. A number of city boards of education have equipped hundreds of schools in their districts with radios, at an expense of thousands of dollars. The interest in radio as a means of supplementing instruction has made it necessary to get out a third edition of the teachers' manual and classroom guide. It is recognized that it is incumbent on educators to familiarize themselves with the problems and technical limitations of the broadcasters and not to expect or ask the unreasonable.

How to Apply for a School. The Rocky Mountain Teachers' Agency, Denver, Colo., has issued a 32-page booklet, telling how to apply for a school and secure promotion. The booklet represents the results of twelve years of experience as a teacher, principal, and superintendent, and sixteen years in the teachers' agency business. The booklet includes information on the certification of school teachers in the western states and the requirements necessary for certification without examination.

How Pencils Are Made. The Eberhard Faber Pencil Company, of Brooklyn, New York, has just issued a pamphlet, entitled "How a Lead Pencil is Made," which describes the process of making lead pencils. The pamphlet also tells how erasers are made and describes the technique for obtaining the best results from colored indelible pencils. A copy of the pamphlet will be sent on request to any teacher, or school official, who will write to the Faber Pencil Company at 37 Greenpoint Ave., Brooklyn, N. Y.

Film on Bookmaking. The film, "Books—From Manuscript to Classroom," has proved so popular among schools that the John C. Winston Company, distributors, have more than doubled the number of prints for distribution. The film, which reveals the actual making of a textbook, may be borrowed without cost, by schools possessing a 16 mm. projector.

Child Labor. By Ellen Matthews, Nettie McGill, and Ella A. Merritt. Bulletin No. 197, 1930. Price, 25 cents. Issued by the Children's Bureau of the U. S. Department of Labor, Washington, D. C. This is the third of a series of bulletins prepared by the children's division in response to requests for information on various aspects of child labor.

In Your School — USE NIBROC TOWELS

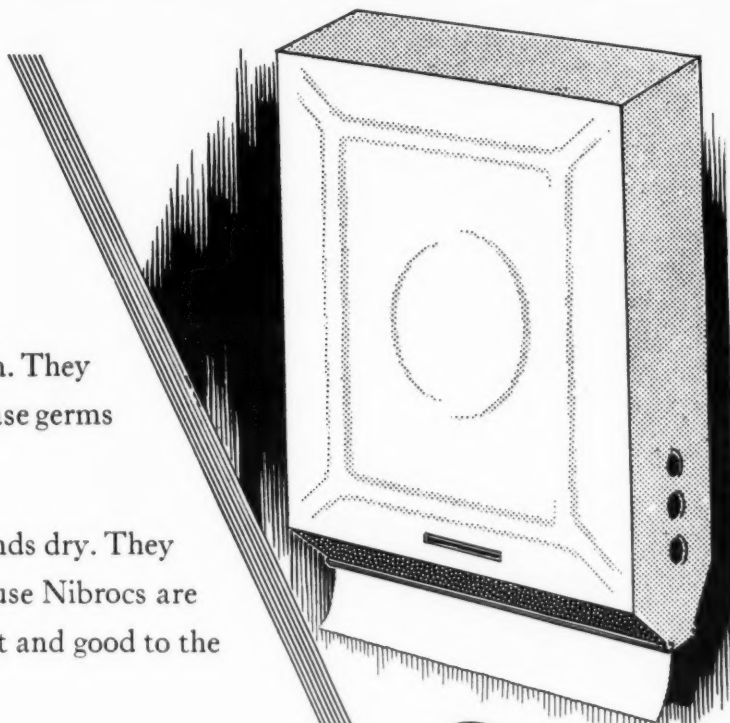
for Health and Economy

Nibroc Towels encourage boys and girls to keep clean. They are individual towels, clean and safe, free from disease germs that oftentimes travel via the common towel.

Children using Nibroc's rub their faces and hands dry. They can use Nibroc's just like a linen towel, because Nibroc's are strong. Nibroc Towels are highly absorbent and good to the most sensitive skin.

As a further assurance of cleanliness, Nibroc Towels are vended The Safe Way, from a dust-proof metal cabinet. It locks with a key. Dispenses one Nibroc Towel at a time, making it easy to be economical.

Great strength and high absorbency combine to make Nibroc's economical. They do twice or three times the work of ordinary paper towels. One wipes dry. Thousands of schools, after trying cloth towels and paper towels of other makes, have decided Nibroc's are the nicest, safest, and most economical to be had.



*The Safe
Way*



*The Dangerous
Way*

**better
mail it
to day**



If you will send us your sample package of NIBROC TOWELS we'll be glad to give them a trial.

School _____

Street _____

City _____

Requested by _____



BROWN
Company



FOUNDED 1852

Portland, Maine.

BOSTON NEW YORK PITTSBURGH ATLANTA
CHICAGO MINNEAPOLIS ST. LOUIS SAN FRANCISCO
BROWN CORPORATION, MONTREAL, P. Q.

After the Meeting

Children Cannot Wait

The necessity of providing immediately adequate educational opportunities is sometimes overlooked by school boards. In arguing on this point for the adequate equipment of shops in the barracks of a junior high school, Mr. C. F. Perry, supervisor of industrial arts of the Milwaukee public schools, told a school-board committee that the purchase of machinery, etc., should not be delayed for two or three years until the new proposed building could be erected. To illustrate his point, he told the following story:

A man visiting in Brooklyn came out of the home of his friend about midnight. He had helped in various ways to break the eighteenth amendment, and he was mellow but quite grave, and certainly very logical.

He wanted to take the subway to his home and walked a block or two until he came to a large hole in the street. He looked down, and deep in the earth he saw lights and several men working around them.

Leaning over the edge, he called: "Hello, what are you fellows doing down there?"

"Digging the subway," came the reply.

"How long before you will be through?" he asked.

"Oh, about eight or nine years."

"H'm, I can't wait that long. Guess I'll walk home."

Let Teacher Do It

The following letter was received by a teacher of physical education in one of the Cairo, Ill., schools: Miss Delts:

I'm not sending Agnes to school to take tumbles, she could do that at home if it was of any benefit to her. You tumble in her place and see how you like it.

Mrs. T.

A Modest College Orator

When Richard O'Connor, an attorney of San Francisco, was a student at the University of California he was local correspondent for the *San Francisco Bulletin*. At commencement he was chosen, following the college custom, to make one of the orations upon the campus. He spoke at the base of the historic Le Conte oak tree. In the next issue of the *Bulletin* appeared a dispatch mentioning the other orators briefly but paying high tribute to Richard O'Connor for his masterly eloquence.

A few days later Tom O'Connor, an older brother of Richard, met the latter.

"Dick," said Tom, "I gather from your own dispatch that you rather distinguished yourself at commencement. Was your speech as good as you said it was?"

"Tom," said Dick, "modesty is the badge of all our tribe; and so I hate to talk about myself. You can judge for yourself the merits of my oration when I tell you it contained just four more words than Lincoln's Gettysburg Address."

TO A SCHOOLBOY

The schoolroom walls enclose a little space

Where with bent head your docile thoughts all seem

On Caesar fixed; the world without a dream,

Forgotten for relentless mood and case.

The Latin meanings patiently you trace,

Determined to forget some boyish scheme

That waits the closing bell. Till sudden gleam

Of sunlight on your book transforms the place.

Then fly your thoughts to summer's treasure quest

Where white gulls flash against the arching blue,

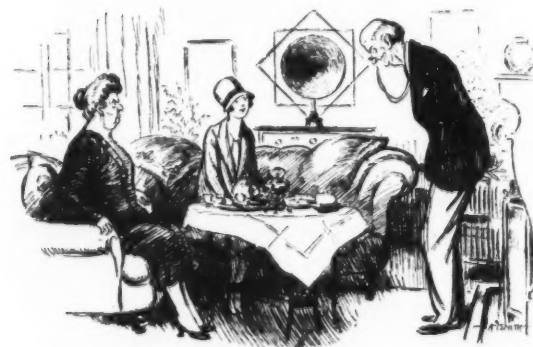
And circling fish-hawks utter plaintive cries

Above the loose sticks of their fledglings' nest.

Star-lighted nights, awakenings in the dew,

Summon you where a fog-girt island lies.

R. W. P. in *Chicago Tribune*.



Visitor: "I suppose your wife listened in when you were broadcasting, Professor Twenty?"

The Professor: "She did, madam. And for the first time in nearly thirty years I had the pleasure of addressing her without interruption."

Some Old-Time Bookmen Stories

William George Bruce

The typical bookman, namely the representative of an educational publishing house, of 40 years ago, was an ex-schoolmaster who continued to schoolmaster. He would lead at a teachers' institute, inspire his audience with the professional spirit, and incidentally promote the interests of the publishing house he represented.

Jonathan Piper was of that type. He was, in fact, an interesting character. Careless in dress and manner he meandered over the mid-west country, ever ready for an argument on educational matters. He held his audiences spellbound, won the confidence of the professional workers, and made a real contribution to the cause of popular education of his time. Incidentally he represented the American Book Company in the rural field.

Jonathan Piper was a delightful conversationist and story-teller. He had the faculty of seeing the humorous side of things. Besides he had peculiarities which excited the humor of his friends. Frequently he was the victim of practical jokes imposed upon him by his friends. Here is one:

Partial to Hot Plates

When Jonathan sat down to a meal he wanted it served on a hot plate. When a cold or lukewarm plate was set before him he reprimanded the waiter in a stormy manner. The dining car and hotel waiters usually failed unless specially instructed to respond to his whims.

One morning he entered the dining car on an Iowa train. The younger bookmen who traveled with him quietly instructed the waiter, in fact, they offered him a liberal tip if he saw to it that Jonathan's plate was so hot that it would burn his fingers.

"Ah understands you wants your bacon and eggs served on a hot plate!" said the colored waiter as he approached the old bookman.

"Yes, and I want it damned hot at that!" replied Jonathan who had brought his customary morning grouch right along with him to the breakfast table.

When the breakfast came there came with it a plate that had for the past ten minutes rested over a hot fire.

Jonathan grabbed the plate with both hands to see whether it was really hot, and immediately dropped it with an exclamation of pain. The eyes of the accompanying bookmen were upon him. These conspirators wore an innocent and sympathetic look. This he observed with some suspicion. At the same time he noted the blisters that were now swelling on his hands. But Jonathan was a diplomat.

"That's the first time I was served with a hot plate," he said with a remarkable calm. "And damned hot at that! George, you have a good tip coming!"

As far as any bookman could testify Jonathan Piper never called for a hot plate again.

Compensations of a Schoolmaster's Life

Another story is told of a young bookman, let us call him Smith, because that was *not* his name, who had been superintendent of the Pike county schools. Whenever he met a former student he would become elated and tell his associates all about it.

"Well, sir! I had one of the finest compensations which can come into the life of a one-time schoolmaster," was his wont to telling his experiences. "A splendid-looking fellow told me today that he attended school in Pike county when I was superintendent there. I meet my former pupils every day. And what a fine lot of people we turned out of the Pike county schools!"

The fellow bookmen concluded that the ex-superintendent of the Pike county schools must be cured of his boast and pride.

A book contest was on in a Nebraska city. A group of bookmen had gathered, including the Pike county recruit in the book field.

As soon as he reached the breakfast table the waitress said:

"Oh, you are Mr. Smith, former superintendent of Pike county, Iowa. Well, I am one of your former students!"

"See that!" he turned to the other bookmen. "This sort of thing cheers a schoolmaster's heart."

Soon the cook and one of the dishwashers came out of the kitchen and headed for Smith's table.

"Are you the former superintendent of Pike county?" they asked. "Well, we are former students of yours!"

When Smith entered the lobby of the hotel, the porter rushed into his arms. Then came the bell hop, and finally the colored bootblack. All expressed delight in seeing him.

"You see, Mr. Smith, we all attended school in Pike county when you were superintendent!"

To cap the climax an individual of the hobo type, greasy, ragged, and dirty, meandered into the lobby and headed for the bookman.

"Mr. Smith, this is the proudest moment of my life," he said. "I attended school in Pike county —"

But Smith made his escape. He never mentioned the fact again that he had been superintendent of Pike county. It cost the fellow bookmen a pretty penny in tips and honorariums, but Smith no longer bored his companions by doting upon the compensations of an ex-schoolmaster's career.

A WOMAN SCHOOL DIRECTOR

In a western town some years ago there waged a stiff textbook contest in which the school board had been wrought up to a high pitch of excitement. Among the members of the determining body was a woman who owed her distinction as a school director to a fashionable women's club. She was a sympathetic soul who was actuated by sentiment rather than judgment.

The contest involved a series of readers. The representative of a firm whose western headquarters are located in Chicago, had won the lady member for his books. He was bald-headed, but still a fine-looking man, of captivating manner, who lost no opportunity to gain every point in favor of his cause. When the woman member offered to champion his books in open board meeting he did not object.

The decisive evening came. The board was in a bad temper. Arguments flew right and left. The male members attacked undesirable books with a vigor that grossly violated all rules of refined etiquette.

The lady member threw herself recklessly into the debate. After the battle had been fought for an hour, during which time she had, in point of scientific argumentation, become badly disfigured, the book duel came to an end. A vote was taken — the woman had lost.

She rushed immediately in the direction of the bookman, and, throwing her arms, with a hysterical screech, about his neck, cried, "Oh, dear! Oh, dear! Those rude men voted down your lovely readers," and then she sobbed like a child.

It Followed Naturally

Teacher: "Who can tell me what the former ruler of Russia was called?"

Class (in unison): "Czar."

Teacher: "Correct, and what was his wife called?"

Class: "Czarina."

Teacher: "Correct, and what were the Czar's children called?"

A pause, and then a small, timid voice piped up: "Czardines?"—Capper's Weekly.

Right and Didn't Know It

Prof.: "Tell me the name of a German philosopher."

Victim: "Can't sir."

Prof.: "That's right."—Notre Dame Juggler.

A Common Variety

"Did you ever hear of the collegiate flower?"

"No, what is its name?"

"The blooming idiot."—U. of S. Calif. Wampus.

Close Application

Student: "Hey, I wanna exchange this textbook."

Clerk: "Too late; you've had it a whole term."

Student: "But I just found out that every other page is missing."—Rutgers Chanticleer.

Zoological What-Is-IT?

Teacher: "Johnny, to what class of the animal kingdom do I belong?"

Johnny: "I don't know, teacher. Pa says you're an old hen and ma says you're an old cat."—Pathfinder.

•

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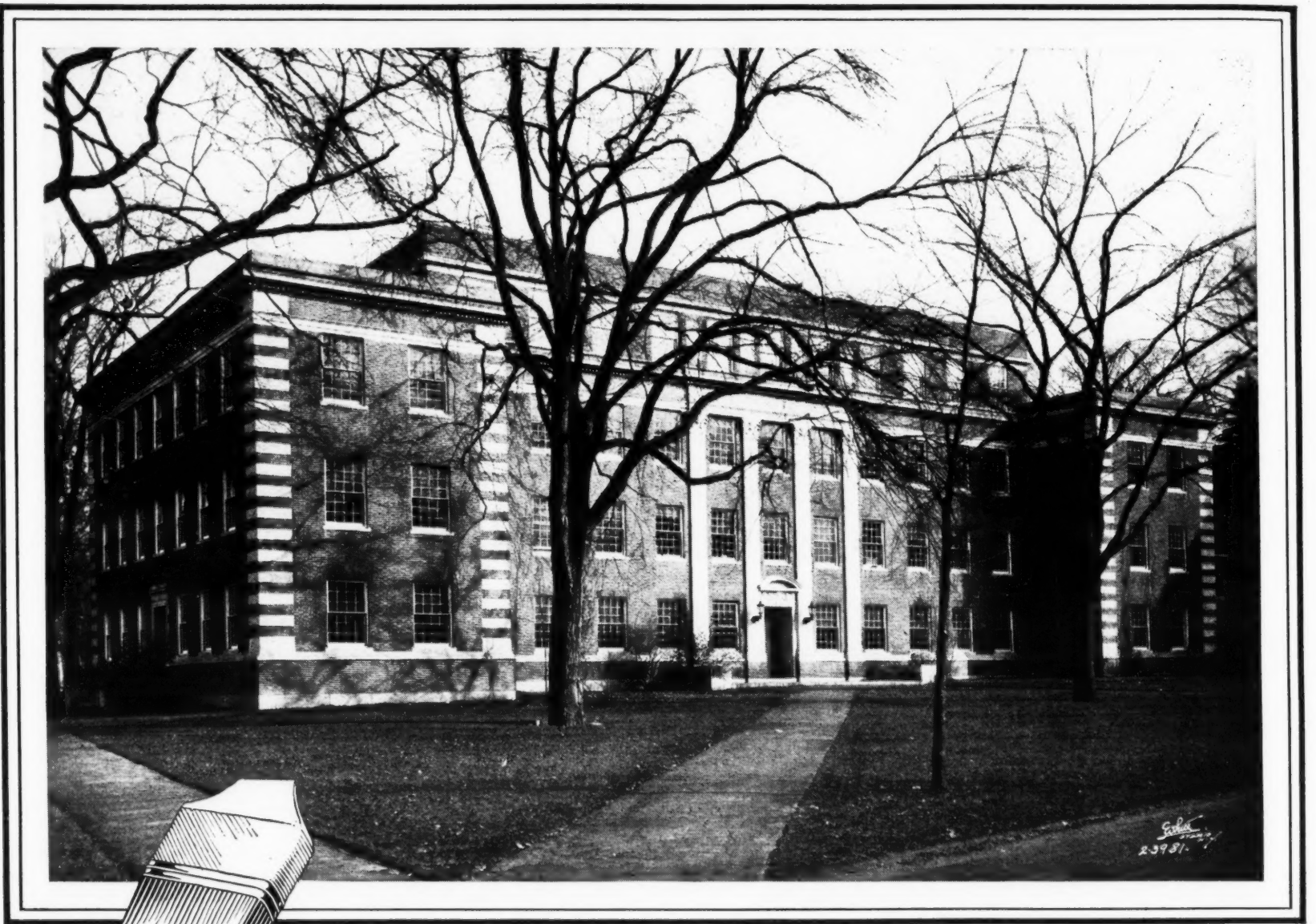
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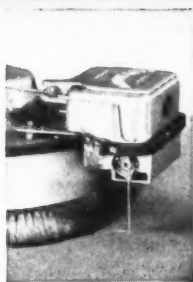
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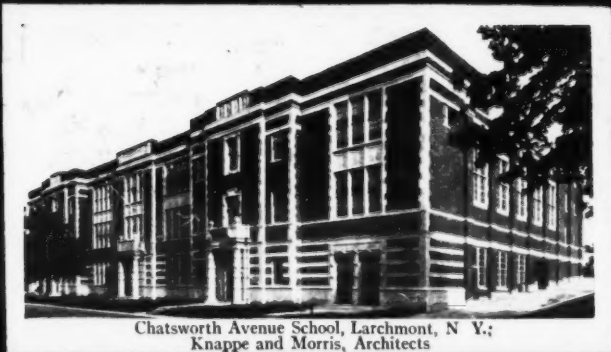
Union Avenue School, Irvington, N. J., Schneider, Kleeman and Werther, Architects.



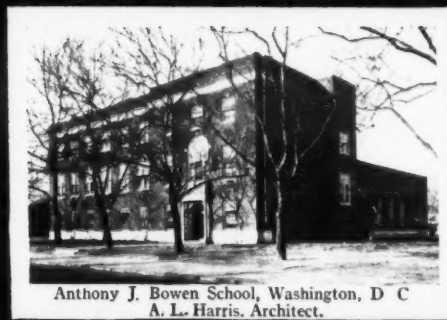
Hawthorne Public School, Hawthorne, N. J.,
Fanning and Shaw, Architects.



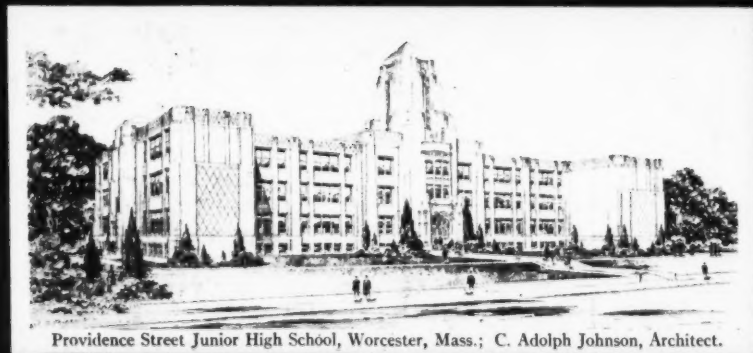
Junior and Grade School, Abington, Pa., Heacock and Hokanson, Architects.



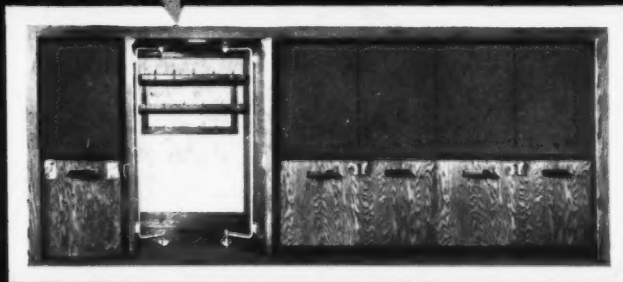
Chatsworth Avenue School, Larchmont, N. Y.,
Knappe and Morris, Architects



Anthony J. Bowen School, Washington, D. C.
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